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ABSTRACT

Six papers on various topics of adult education are contained in these proceedings. The following papers are included: (1) "Self-Guided Learning and Change," by Allen Tough--a review of research that shows that nine of ten adults engage in approximately ten hours of informal but purposeful learning per week. (2) "Needs Assessment Strategies and Techniques," by Malcolm Knowles--a "how-to" for finding individual and organizational needs and a guide for self-directed learning for both learners and teachers. (3) "Marketing and Promotion Strategies and Techniques," by Stanley Grabowski--a "how to" for selling adult continuing education. (4) "Competency-Based Instruction for Adults," by Judith Klikun--defines competency-based education and discusses its use in adult education programs. (5) "Learning How to Learn," by Robert Smith--discusses learning motivation, styles of learning, and implications of learning-how-to-learn for adult educators. (6) "Counseling the Adult Learner," by Violet Malone--emphasizes the role of the counselor and the counseling function of the adult educator. Bibliographies are provided for each paper. (The sessions were videotaped and used for staff development activities for adult educators in New Mexico.) (KC)

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DISTINGUISHED ADULT EDUCATORS
EXPLORE ISSUES/TRENDS/STRATEGIES IN
ADULT/CONTINUING EDUCATION

A compendium of lectures and resource
documents from a seminar in Adult Education
at the University of New Mexico

S. Gregory Bowes
University of New Mexico

Editor

Department of Secondary and Adult Teacher Education

1979

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INTRODUCTION

During the spring semester of 1979 a lecture/seminar series organized around the theme "Issue/Trends/Strategies in Adult/Continuing Education" was held at The University of New Mexico. Over one hundred fifty persons participated in one or more of the six session series. The series was aimed at practitioners and graduate students in adult education, in addition to being open to the general public. All of the sessions were video taped for subsequent use in staff development activities for adult educators within the state of New Mexico.

The Department of Secondary and Adult Teacher Education was able to conduct this series because of exceptional support from The New Mexico Board of Educational Finance - Commission on Postsecondary Education - Title I, and the offices of the Administrative Vice-President and Continuing Education and Community Services at The University of New Mexico, and The New Mexico Council for Continuing Education.

This writer acknowledges the efforts of many people in coordinating the series and in editing the papers contained herein. The contributions of Rebecca Phillips, Associate Project Coordinator, and manuscript readers Lisa Johnson, Arietta Maria and Connie Jackson, made this collection of papers a reality. The material presented here comes from transcripts of recordings of lectures. After each resource person edited his/her paper a final manuscript was prepared.

Finally, sincere gratitude and professional indebtedness is expressed to each of the six resource persons. Their excellent preparation and outstanding lecture/seminar sessions were the key to a completely successful series.

S. Gregory Bowes

Dr. Allen Tough, Associate Professor of Adult Education
Ontario Institute for Studies in Education

"Self-Guided Learning and Change"

As Greg Bowes has mentioned, I have been very interested in all kinds of things people have been learning including people learning on their own, in a self-planned way, as well as in classes, courses, and so on. And the more I get into this, the more thesis students and other people do, the more fascinated we become. The picture that is emerging is quite different from what we anticipated and in particular the amount of learning that adults are engaged in is just stupendous. For example, I looked at the population of Albuquerque and did some calculations; and I calculate that in one week the men and women in Albuquerque spend one and a half million hours at major efforts to learn. These are highly deliberate, highly intentional, planned efforts to learn something--some knowledge, some skills, whatever. The men and women just in Albuquerque alone, never mind the rest of the state or the rest of the country, just men and women in Albuquerque, spend one and a half million hours a week at this activity. That's just incredible. It's very different from the stereotypes that most of us have of adults. Most of us think that they work, stop in for a beer on the way home, and watch TV and that's it. They don't seem to be engaged in learning. But when we sit down with them for an hour and a half and really listen to them and probe and repeat the question and listen some more and probe some more, they start to recall all the different things they have been trying to learn in the last few months. When we add this up, it adds up to an incredible number of hours and an enormous amount of learning.

So let me just back up for a minute to give you the background for this research. We started in Toronto, Canada, a thriving North American city of about 2 million people and the first study there had a very small number of people; and we began to get these amazing results. We started with your homemakers who had at least one child who was not yet in school. Then we interviewed factory workers and municipal politicians and so on. It didn't seem to much matter which group we interviewed. We got rather similar results. Well, since then this line of research, as Greg Bowes has mentioned, has been picked up by various thesis students and faculty members all across this country and in four other countries; and the same picture emerges everywhere. That is one of the fascinating things to me. In fact, one of my own best experiences was doing some interviewing over in West Africa; and even though everything looks different and feels different there, when people started telling me about their efforts to learn, they were saying the same kinds of things that people here were saying. So it does seem to be a universal phenomenon--at least among all the groups we have interviewed so far.

What we asked people to do was basically very simple. We asked them to tell us about the things they have been trying to learn in the last year. We say that these have to be highly deliberate, highly intentional efforts to learn. They have to have a certain knowledge and skill clearly in mind, that is that they know exactly what it is that they are trying to learn. We want only major efforts, so we put a seven-hour minimum on it. We don't have to use that very often because the typical learning effort is around 100 hours. People add up all the time they spent reading, asking people questions, reflecting, or practicing whatever they do; it adds up to about 100 hours on the average. So they are major efforts, they are not little look up a word in the dictionary or something like that. Even though the interview is conceptually simple, that is, we are just asking what are the things that they have been trying to learn in the last 12 months, the way we go about it is as scientific as we can be. It involves a lot of probing. We have two detailed sheets of things to help people remember and when they do start to remember, we check that they were really trying

to learn; that was their major motivation, not something else. We check the number of hours and so on. So it is on one level a simple kind of interview and on another level when you try to get fairly accurate numbers. It does involve some kind of sophistication. We interviewed people from all walks of life. In fact, not too long ago there was a national survey within the United States with 1,501 persons in all parts of the country--persons chosen through random sampling methods and so on that was done by a library school professor called Pat Penland. Again, he got the same picture that all the other people got with smaller studies and different places and groups. So it seems to apply to people in all walks of life, all parts of this country, and several other countries as well.

Now what is the basic picture? Well, one of the most startling things is the amount of learning. As I mentioned, the people in Albuquerque alone, just looking at the adults and not even looking at the kids--a million and a half hours a week. If you look at the typical person, they spend about 10 hours a week at these highly deliberate efforts to learn. When we asked them to distinguish the different areas and knowledge skills they are trying to learn, and the average person learns in five quite distinct areas in any given year. So they are doing five learning projects a year. These are quite different. One might be with how to raise children, one or two might be connected with their job, one might be current events or understanding American history or something like that, another might be learning how to do a major repair job or electrical wiring job in the house. The typical learning effort is 100 hours; there are five of these a year, 500 hours per person, which works out to about 10 hours a week. Next time you're on a bus or walking down the street, think about that. See if you can change your stereotype. Say to yourself that most of these people, those 9 out of 10, have done at least one of these major learning efforts; and, in fact, the average person is spending about 10 hours a week at this. I have to keep reminding myself of this in the subway in Toronto or when I am walking down the street or even facing a class that people are doing all kinds of learning, not just in my class, but in the rest of their life as well in the various facets of their life.

The first finding has to do with how much learning. We find about 90 percent of all adults are doing at least one major learning effort a year and that they are doing five of these and spending about 500 hours at it. The other kind of finding comes up when we ask people who planned the learning, "Who decided from one learning session to the next what to learn and how to go about it?" So that they have this 100-hour project or 50 hours or 200 hours and we say, "Looking at each of those sessions (the session where you read this book, the session where you went and asked me those questions, the session where you practiced or whatever) who decided what you were going to do during that session and what you were going to try to learn during that session?" That's where we find the reason that the picture we come up with is quite different from the picture most people have found before. I use the iceberg analogy for that. This iceberg represents all adult learning efforts, all of the adults' efforts to learn any kind of knowledge and skills during a given year. Like a real iceberg, there is only a tiny tip of it showing above the surface of the ocean. As you know, the bulk of an iceberg is invisible, hidden below the surface of the ocean. When we look at adult learning, the highly visible tip of the iceberg is the part of adult learning that is professionally planned. There is a teacher or somebody who is designated or paid to plan and guide the learning. This is a situation we are all familiar with. I started out as a high school teacher and then got into adult education because my department head asked me to teach a night school class. So certainly my beginning in adult learning was people sitting in a classroom. I was the teacher and it was my job. I was paid to plan that course and to help them with their learning. That's what we are all used to, partly because that's the way we learned as kids. So that when we then think about adult learning, we tend to think about people in a room with seats like this, clipboards, notebook, and somebody

talking, lecturing, or guiding their learning. Some of this also goes in a one-to-one situation, that can be professionally planned, too. You go to a guidance school instructor, a tennis pro, a golf pro, and learn in a one-to-one situation or maybe two of you learn from a pro. You can also learn from a series of television programs or a set of language records. I lump all of that into this top category, the professionally planned category. I and most people assumed that was adult learning, that was really all there was to it.

Until we started doing these intensive one and a half hour interviews. Then we began to get below the surface and began to get at the invisible, the part of adult learning that people haven't looked at or noticed before. What we have found is that 80 percent is below the surface, the invisible kind is largely self planned. On the back of your blue handout sheet you have a graph which gives you these figures in a little more detail than I am doing now. You will see that 20 percent at the top there--the teacher with a group, one-to-one instructor, and then the preprogrammed television; 73 percent is self guided, and the one other category we have there is people learning from friends, neighbors, relatives, peers, people who are the same level, in the sense that they are not paid to be the teacher. They are not designated or trained to be the instructor. A lot of that goes on in groups or in a one-to-one situation. You can get a relative to teach you how to drive a car, you don't have to go to a professional. You can get a friend to teach you tennis, you don't have to go to a tennis pro. Seven percent of adult learning seems to go on in that situation. The general picture is that the bulk of it, four out of five learning efforts, are guided by the learner or by a friend or relative or peer and about one out of five are guided by professionals. I earn my living as a teacher, and I don't want the professionally guided to whither away, or anything like that; but I do keep reminding myself that I am only involved with a small portion of the learning with the people in my classes, and that much of their learning is going to go on outside my classes, and that they are going to be guiding it. This is the total picture of adult learning, not just what goes on inside my classroom. One other thing on the blue handout sheet, motivation, the first part, did not startle people. Most people knew that the bulk of adult learning was very practical. They want to raise their kids, do a job, they want to build something, fix something. They first learn in order to do that. So they really have an action goal or some action outcome that they want. And they engaged in a learning effort in order to produce that action outcome.

That's the bulk of adult learning. Then there is a very significant portion that is because of curiosity, because of puzzlement, because people are fascinated about something, they want to learn about American history, or whatever. They plunge into it largely for that reason. Then we asked people and we really pushed on this question, "Was any of your learning for credit of some kind, for example, for a driver's license, diploma, degree, or any other piece of paper like that?" For a job upgrading category as in the public service government employees and the military have exams that you can move up in rank one notch and including all of that as part; we still only have about 5 percent of all adult learning for credit, some sort of piece of paper--semi-public recognition. Ninety-five percent of all adult learning is motivated by other things, by things other than credit or a piece of paper. Again, I earn my living teaching in a credit situation. So I think it is very important. Again, I have to keep reminding myself that I am involved in only 5 percent of adult learning in that situation. The other 95 percent is going on without any kind of certification or credit.

At this point I have talked about surveys in five countries and all across the states and so on. Let's give you a few minutes to look at your own learning, because it will be much more real to you if you think about things you have been trying to learn instead of just listening to me talk about things people have been learning in other

places. So just to help you get in touch with your own patterns of learning, big or small as long as it is at least seven hours long. It can be practical, at home, at work, with friends, just think of anything at all. Think about areas of reading, think of practical things, maybe you spent seven hours on it. If you start to run dry, there is a list on the back of the blue handout sheet which is a condensation.

Just in a sentence or two, what is it you were trying to learn and how did you go about it? Anybody willing to tell us one thing that you have been trying to learn? "I am going to the Pompeii exhibit in Dallas, so I have been doing reading on Pompeii, and ancient Roman mythology, that sort of thing." Tough--Have you talked with anyone about it? "Nope, not yet." Okay, you do that later, and the exhibition will be part of you learning. All right, somebody else. "I am trying to learn to play by ear so I can be a fiddler. So I have been playing with my dad and he is teaching me the tunes he knows." Okay, that is good--the one to one with your father. "I just started back to school and I have three small children, and I have been trying to learn to organize my time with my kids, my household chores, and school." All right, you are also going to school which would be on your list. "I am going to buy a stereo so I went and read all the materials at the library for two years and then I went to make rounds at about four different stereo markets and then I talked with all my relatives that had bought stereos recently and still have not bought one. I am more confused than before I started out!" That is a very common sort of project if you were going to buy a house, a car, a stereo, a washing machine, you will spend 7, 10, 20, 50 hours learning all the different options, learning about specification, learning about your own needs. It is a very common sort of learning effort. I like the way you have gone about it. You have asked a lot of different sources and that, too, is very common. "My husband and I are going to build our own home and we are learning, we are talking to each other." Visiting any other people's homes who have done this? "My wife and I have just built our own home, and we will be glad to talk to you. It took us a year and a half." You can now be a resource person for her. Yes. "I am in the process of learning how to play golf and I am not really sure how I will decide when I have learned. It seems to be on-going. But I have read and I have played and talked to other people, and I am taking it this semester at UNM." As a course, as well, I guess that is the first course we have had mentioned. Yes. One or two others. "I started over as a single person, and I have done a lot of research in how a single person makes a whole life when they were just half a life." "I am in the same boat as the other lady. I have spent my life trying to please other people. I am interested in self actualization." Have you been reading about that or going to groups? "Groups, reading."

As you made your own list and as you heard these responses, have you any surprises? Seen any patterns? We will take time for responses, or if you have any questions about what has happened so far. Instead of having all the questions at the end, I rather do it now in the middle. Then we will go on to look at the implications of all of this. Right now is there anything I have said so far or on your own list, that is striking you? What is going on inside of you right now? Are you surprised, amazed, skeptical? Do you want to know something further? Yes. "We start learning or trying to learn because of what forces from the outside?" That is right, things happen outside or we want to accomplish something outside and one way to do that is to learn. Learning is affected by environment. Yes. "I have the opposite reaction. External forces are keeping me from learning what I want to." In the sense you don't have time or you can't find the resources or what? "I don't have the time. There are other demands on my time." So you are spending time learning, it's just not the thing you want to learn. People ask how can we motivate adults to learn? I am just amazed at that question. They are already spending 500 hours. What do you want them to do, double that? What it is, is learning the right thing, or the thing you most

want to learn. "Did you find in your research that this was primarily applicable in the primarily westernized industrial nations?" No. One of my doctoral students went to Jamaica and in a small town studied a literacy class there and found they are doing lots of learning, a lot--through the church, a lot through other people. I did interviews in Acra, Ghana, West Africa, and again had the same kinds of patterns. We haven't done enough in other countries. We haven't gotten out into the back country with people who are illiterates surrounded by illiterates and really very few resources and little stimulation. I am not sure what we would find there. In cities and in other places, we got the same results. Every group we have studied so far we have been afraid that this was going to be the group that was going to produce zero results. I had a Native American (North American Indian) in my class at one point. He was very skeptical. This is just the way you people learn; we don't learn this way. I kept saying, let one of us interview you. When he finally did, the interviewer finally called it quits after they reached 16 learning projects. This fellow (Indian) then went and interviewed seven others, Ojibway and Northern Cree, and found the same kind of patterns. That is what has been typical of every group we have gone to so far. We have been afraid that this one is going to be different. This group is not going to fit the pattern. They have all been the same so far. I am beginning to think it is a fairly universal phenomena. "Are the percentages a part of the pattern? Like these percentages that you indicated here?" Right, they are about the most stable of all, from one population to another. They are remarkably stable. Number of hours will go up and down, young mothers, for example, spend fewer hours at learning. I think because they are so busy with the kids. But they do just as many learning projects. So you get some of the numbers varying. The percentages on that graph in the back are fairly stable. "Are they the same in Africa, do they stand up in Africa?" The groups we did, we were doing teachers and bank employees and high-up managers in a department store chain. So, again, if we did other kinds of people we might get different figures. "Were these Indians, were they more acculturated Indians?" They were in Toronto, yes. So they were not on a reservation. You might get quite a different picture on a reservation. Nobody has done people in prison, which is something I would love to see. I suspect people in prison are doing a lot of highly deliberate positive learning. But nobody has studied that yet.

Other questions, surprises, reactions, where are all of you at? "What about age trends; do people in their late twenties want to earn so much money that they don't have too much time to do this, is there any finding on that?" Not much difference with age. You will have more credit learning with people in their twenties and less with people who are older. But not huge differences. One of the fascinating things about all of this research is that when you study adult education, when you study people coming to classes and courses and workshops, you find huge differences like age, sex, socioeconomic status, part of the country, nationality, ethnic background and so on. When you study adult learning, when you study people's major efforts to learn, most of these differences disappear, or they become very, very small. A difference of 2 percent. So this seems to be a much more universal phenomena. One of the reasons for that I think, well one of the things that happened is that when you look at people in courses and classes they are typically middle class. And typically, very well educated. What we find with people who are not well educated is that most of them have had really bad experiences in schools. They have been embarrassed. They hated school. They haven't done well. So obviously they are not going to go near a classroom. They would be crazy to go near a classroom. Their conception is that this is still a horrible place. So they tend to do most of their learning on their own. But you actually get more self-planned learning, a higher proportion of self-planned learning among people with low education. At the other end of the spectrum you get the same thing--people with an enormous amount of education, medical doctors, architects, and so on tend to do most of their learning on their own. Partly because they have gone

beyond what can be taught in courses. You get some interesting patterns. No male, female differences to speak of. Very few differences by normal variables.

"Did you ask if your subjects met the goal of their project?" Yes, we used three different questions. One was, "How much did you learn?" We gave them a ten point scale. One was, "How enthusiastic are you about the knowledge or skills, now that you have it?" The third one was, "How useful was the knowledge and skill to other people: your family, your community, your employer, that kind of thing?" I assumed that once people went to a group that they would rate their learning higher on all three of those questions. In fact, it didn't work out that way. They rated self-planned learning higher on all three of those questions, higher than group learning, or at best equally high. That really amazed me. Incidentally, self-planned learning typically is much longer. The typical group learning is about 40 hours. The typical self-planned learning (in the national survey in the United States) was about 130 hours.

"Have any studies been done so far as the correlation between the amount of adult learning per person versus the TV watching?" It would be fascinating. What is your hunch? "That it would be an inverse proportion." Television does not show up much when we ask people how they go about learning. I have a hunch about this. My hunch is that people do learn a lot from TV. A lot of that learning is intention. But I think it's all a half hour or an hour at a time. And we don't pick that up. We say it has to be several episodes that add up to at least seven hours. And if you spend one hour learning about the situation in Cambodia and another hour learning about conditions in American prisons or whatever the documentaries are about, those are not going to show up as a part of the bigger project. We don't have these showing up very often as part of these large projects. Now one exception of this was Roots. For many people, the Roots series did produce a much longer learning effort. That got a lot of people into doing a lot of reading and searching back to their own ancestors. That is a fairly rare exception. "I have a hunch that TV might spark an interest or the beginning of the reading of certain books of the authors interviewed. Have you done anything about what caused you to take this interest?" Right. "Have you done any research?" No, we haven't; but I think you are right. I also think schools can do that. We have interviewed ten-year-old kids, sixteen-year-old kids about their learning outside of school. What often happens to them is that something in school triggers an interest and then they go and learn about it on their own.

My decision to focus on people's highly deliberate efforts to learn was really a re-search decision; although, I also made that decision because I think I and others can be more useful with that kind of learning than we can with incidental learning. I in no way put down incidental learning. I think it is very important. A lot of people's learning happens in an idle conversation or when they pick up a newspaper or a magazine. All kinds of accidents can do this. "Are you saying that incidental learning leads to a larger learning project?" Right. I am glad you said that because the same is true of courses and I am probably coming across as segmenting things. Saying that learning in courses is over here and self-planned learning in here, and incidental learning in here. In fact, they all get intertwined. If you look at the whole 100 hours people will often move into a group for a small part of that or consult an expert for a small part of that. It ends up as a self-planned project because overall it is largely self planned. I am sure incidental learning happens before and triggers it often, happens during it, and probably continues for years afterwards. It is not a sharp thing; it sharpens. Conceptually we can't communicate these distinctions people are able to handle it. But that doesn't mean in real life it sharpens.

"What kind of benefits do you hope your research will have?" We will look at that in a couple of minutes.

"Has anyone taken your research and done it with people over 65?" Yes, several studies, Roger Heimstra in Nebraska, for example, did people 55 and up. I think he did 55-65 and 65 and over. He got all kinds of learning. The saddest study I have seen was done in an old folks' home in Rochester, and they were low figures. I think it was apparent that it was not a good old folks' home. There was no stimulation, no encouragement to do anything, but to be quiet. Those were the only times we got low numbers. But actually people over 65 actually often have high figures because they have more time and really take off. Roger Heimstra hit one woman who was 83 and writing her memoirs in Nebraska; and as part of that work about the history that had gone on at each stage of her life, she was spending about 2,000 hours a year digging into the history of the town where she had grown up and of Nebraska in general. It can be very high.

"Are people, for example graduate students, involved in professionally planned degree-oriented learning, spending less time doing self-planned, self-guided learning?" Full-time students may spend a bit less time doing self-planned learning, not necessarily though. Some are doing a lot of self-planned learning. It's baffling to interview people like that, or have them in a group like this. Sometimes they will read the whole list and put down they haven't their courses on the list, or they will go put down they have been learning weaving, or that they have been learning about their kids, about child raising, and other courses. The courses don't seem to overshadow all the other kinds of learning. People say, "How do people do this kind of learning, is it related to the schools?" I think of it as two parallel streams, that we all go through schooling, including graduate school and professional school, and so on. And at the same time we obviously have this other stream of learning outside of school things that we want to learn. What seems to happen at the moment is that these two streams do not interact. Ivan Illich would say well maybe that is a good thing. Because if professional educators get their hands on self-planned learning, they may ruin it. I wish schools would at least acknowledge the existence of self-planned learning and teachers would ask about it. People are learning outside the school as well as inside of it. With these ten-year-olds and sixteen-year-olds interviewed we find they are doing lots of learning outside of school. So that there are these two streams. I don't think the self-planned stream withers just because somebody is in school.

"I am sort of getting the feeling that possibly persons felt more successful about their own planned learning situations because they were only learning what they are interested in. If it had been planned by a professional, maybe only part of what they learned would be of interest to them and they might not feel quite as successful about that." That's right. If you could plan it yourself, then you'd always be learning something that is relevant, that's useful, or interesting to you. If you are in a group of 30 then almost by definition what happens in a group can't meet your needs all the time. It might generally meet your needs, but it can't be dead on, the same way it can if you do it yourself.

"How much is the length of time of self-planned learning due to poor planning?" Do they spend 140 hours at it because they are inept? I don't know, I just don't know. My impression in interviews is that people are highly competent at planning their own learning and highly successful at it. The fascinating thing is that most people think that they are very poor, and in interview after interview you get these very strange things happening at the beginning. I will say I want to talk to you for an hour or so about the things you have been trying to learn in the last 12 months, and people say, "Not me, you picked the wrong person!" I haven't learned anything since I left school, and they really mean it. They think they have not been learning anything, very self-deprecating. It astounds me. I now see this as a fundamental phenomenon in our society, that somehow we all come to believe that we are not

learners outside of the schools, colleges, and universities. We somehow come to perceive ourselves as not engaged in learning, not spending much time at it, not being very good at it, and not in fact learning a great deal. So that people's image of themselves is very different from the reality. It is just fascinating when we are doing interviews for our benefit because we want to get research data, and yet many of these people thank us. They say that it has just been amazing, "It has just opened my eyes about how much I have been learning and all the different methods I have been using." People are also much more thoughtful about their learning than they give themselves credit for. We have this reaction many times that people at the beginning will say that this is incidental learning, just sort of happens. I don't really plan it much. It is just there. But when they reflect back and start to think about particular incidents, then they realize that they did do a lot of thoughtful planning. They did figure whom they could go to to get the information from. They did hunt around for the best book. They did try to find a journal or a magazine, and they took quite a few thoughtful steps. A few people are fairly competent at planning their learning, but they sure don't give themselves credit for it.

"When you interview people, how do you dig this out of people? How long does it take for you to find out all of these things? How long does it take people and how do they go back into their year?" It takes about an hour and a quarter, and often the first 25 minutes is very slow, people are just trying to remember and they may remember one thing and they can't remember anything else. But we have a list of all different kinds of things that people learn, a longer version of the list that you have with you. That is the main tool that helps people to remember. We also have a list of all different kinds of methods of all different kinds of places that people can learn, and that also helps them recall. And we ask the question over and over as I did tonight, I don't know if anyone noticed that or not. As I kept saying, think of the areas of interest in your reading, think of different areas of your life, think of things at work and at home. Just try to ask the question a lot of different ways till people finally begin to remember. I can send you a copy of the interview questions, if you want that. I could leave a copy here if some one wants to look at it. It might be fun for you to go and try this with people. My opinion is that most people will not believe in this phenomenon until they look at their own learning and go interview some people around them. Some of you who are supervisors or into staff development try interviewing some of your own people. You might be really startled at the learning that they already are doing. Interview people in your household. I was just startled at how much learning by people that I thought I knew, like my parents. I thought I knew everything they were doing until I interviewed each of them and discovered they were doing all kinds of learning that I simply hadn't heard about. It is just not a typical dinner table conversation is it to ask people what have you been trying to learn lately? I don't know why we don't talk about it, but we don't. It is very strange.

"Do you have any thoughts in general as to why people have a bad attitude about themselves as learners?" Well, in my cynical moments I blame it on school teachers. I guess. I began my own career as a secondary school teacher. I think that teachers believe that school equals education, that school equals learning, that it is the only way good learning goes on. That gets transmitted to kids. Teachers don't say that, but somehow it gets transmitted. If you look at American history, it wasn't that many years ago that the decision was made to have learning go on in public education rather than be the responsibility of the family and apprenticeship and so on. "Is that kind of attitude repeated in third world countries as well or not?" A remarkable amount of course, many third world countries where their education system came from Britain or some other European country, so they have inherited all the beliefs along with the educational system. No, I am just appalled at how third world countries are

still pouring their resources into classroom learning. For me, one of the big implications of what we are looking at is that third world countries look at learning and what people need to learn in order to make the economy go and so on. They would be a lot further ahead than looking at schools and classrooms and all of the paraphernalia that they come to believe go with learning. I don't see any signs of third world countries doing this. "I don't mean to be hogging the time, but could you elaborate on that a little bit more? What sorts of things would they be ahead to put their resources into?" Looking at what people need to know for the economy would be one of the big things, job skills, and helping people learn those in ways other than courses. On-the-job or apprenticeship systems or something like that. I have been talking to several people recently about mainland China and I am not getting a detailed feeling for what is going on there. Roby Kidd, for example, tells me that he thinks in a steel mill that he visited that there must be a lot of self-planned learning going on, a lot of one-to-one learning. What we would call a foreman who has a problem of safety will go ahead and learn about that. That with job-related learning they seem to be fostering learning from their peers much more than we do here. It seems to be taken for granted. One of the fascinating things about this whole phenomenon is once you start to tune into it, the implications just start to flow. In a way, I shouldn't be answering questions like that because as you think about it, you will probably see more answers than I can ever give you.

All learning between 9 o'clock and 3:20 is supposed to go on in this building, in fact, in this classroom much of the time. That doesn't make too much sense to me. It is not the way to turn kids on to learning outside. "Doesn't the European education system compare with this?" No, it's classroom oriented still. I was just reading some statistics recently on West Germany suicide rates among kids. It is just such a highly competitive system that it's appalling the number of kids that kill themselves in that country every year. I am not sure it is much of a model. Regular classrooms is only one way of learning, but there are other ways that are recognized and legitimate.

"Couldn't learning which appears to be incidental actually be quite systematic, spring from a certain attitude, awareness, or observation?" For some people, yes. "So that placed in any situation, whether you are in a line at the bank, or cooking dinner, you could actually gather quite a bit of new information which may be incidental but is part of an ever-increasing system of observation?" Right and there are some people who are always taking in what is going on around them. So for them every minute becomes educative in a sense. What we looked at is periods of time when their major intention was to gain or retain certain knowledge and skills. As I said over here, I am not denying any other phenomena or saying that they are not important. It is that is what I chose to focus on.

All right, one or two more. Yes. "If adults are involved in 500 hours of projects, individual learning projects, how do they come upon a methodology for pursuing these? Does it come from the school or does each man and woman develop their own approach?" I think they learn it very young, probably before they start school or around the age of six, seven, or eight, somewhere around there. Particularly once they have learned to read. If they want to learn something, they will ask somebody or they will go read up something written about it. Learning most things doesn't take an awful lot of sophistication as long as you can find somebody to help you with it or find something written about it. Then you are started. From there on you can look after yourself. It is only with some of the highly technical subjects or languages where you may need a more structured sort of resource.

"If it is true that it is fairly simple and automatic process, then how as educators can we fit into this program and how can we help people, if it is a natural methodology that we all learn, learning through these investigative techniques, how can we help?" Right. Perfect lead into my next part. Let me do that. I will give you my five answers to that question. But I hesitate to do that because I want each of you to think through your own answers to that question. Think through what you can do in your situation. So I hope you will take my answers just as a stimulus, as something to get you started in your own thinking; but the important thing is for you to think about the people you are dealing with--the learners, the staff, the students, whatever it is and to think through for yourself what you might do differently as a result of this picture. I am assuming that you are now accepting the picture more or less. You might quarrel with the exact numbers. But you are thinking that maybe there is something in this. Maybe this really is what adult learning is like. Now think through what you can do as a result of that.

My answers are on your second handout sheet, the yellow-orange sheet. I have just put down there the five things that I think you could do. The first one is probably a little different than the kind of answer you would expect, it dealing with your attitude, your perception of yourself as a person who is interested in fostering, facilitating learning. What I find has happened to me, is instead of just seeing myself as an instructor in a graduate school helping graduate students learn about a particular field that I now have a wider perception of how I fit into the world. So I now see myself as having a real kinship with librarians, real kinship with people in the "Y," real kinship with people who are into staff development. I am not just seeing myself in a narrow sense but as a part of a much broader enterprise, and that broader enterprise is held together by this goal of trying to foster and facilitate adult learning. I think there could be real implications from that, just a change in your perception that you are really part of a large helping enterprise, that in fact it is quite gigantic when you start to think about it.

The second answer I put down in your handout sheet is much more specific than that one. As it is suggesting from the directions that I would push you or at least urge you to consider. And basically that is to provide more options, more freedom for people, try to give them more things to choose from; and give them some help in making those choices--that's it in a nutshell. The variety of opportunities and resources, for example, for learning and personal growth; think about some other options. Could you provide some other methods? Are you just providing one method in your own situation? If so, why? Does that make sense or are there some other methods? Could you get tapes, books, groups, or whatever? Also, look at the range of subject matter that you offer. Could you broaden it? Could you give more choices of what to learn?

The next point, just below that one, is that it is not enough just to give people more resources, you also have to help them find out about those resources. And my assessment of adult learning in America today is that we are not stuck for resources, that there are lots of ways. People will learn most of the things they want to learn. But a lot of people don't know about those resources. People don't know what is available in their own city or community and, therefore, they are not using those resources. So that part of our effort should be to help people become more aware of what is available so that we may do this through the educational information centers, for example, will be a part of that. Reference librarians can be a part of that. Having more advertising and brochures, having them widespread, can be part of that. So just anything to help people become aware of what is available. I like the idea of an open house or introductory lectures. I think many of you at your institution should consider something like that. Some kind of opportunity for people to come and briefly experience

what your agency offers. So if it is for example, our local YMCA, has an open house every semester and people can come in and meet the instructors and listen to them for a very short talk on what their course is about and then they can make up their mind and register on the spot if they want to or mail it in. So that instead of putting down their money on the basis of one paragraph in the brochure, they have the chance to see the instructors, get some sense of how they react to that person and get some more detailed notion of what that course is going to be about. That is a very simple thing. Or if you are in a credit setting where students are around much of the time, you could have introductory lectures for the different courses, instead of students having to go with the first session of a course and then decide whether to drop it, you can have introductory lectures at some other time of the year where students can come and get an idea of how they react to the faculty member of that particular course. Just very simple things to make people aware of what is available, and to help them make good choices. Give them lots of information about each of these patterns or a course title or something like that.

I guess the general thing I am promoting within this second answer is a move away from, "We know best, we are on the pedestal, we will do all the planning and decision making" and a move toward fitting into the process people are already going through. This is a fascinating thing. That is what happened in my own teaching approach, the more I got into this. I listened to people telling me about all these things that they had been learning quite successfully, on their own and with friends. I began to examine my own assumptions as an instructor. Why was I still making all the decisions and doing all the planning if they were quite capable of doing this planning in any other situation other than my class? I began to realize that this doesn't make any sense. I have just been brainwashed by society, not by any particular groups, to buy into all of these assumptions. Because I am paid to be the instructor, I therefore have all the control and do all the planning. So I tried to break out of that and move much more toward students retaining the control over their learning. I think Malcolm Knowles, who you will hear soon, is doing the same thing. His book, Self-Directed Learning, is talking about that. Jeannie Griffin, who is a faculty member at our institution, is doing this kind of thing in her teaching. Others are as well. I think we are all breaking out in different ways. I don't think we are moving toward any standard approach. Where we are united is a moving away from a teacher-controlled/teacher-centered situation. Each of you who are in a situation where you are a teacher working with groups might consider how you could move away a little bit anyway from being the one who makes most of the decisions. The easiest thing to free up is how people learn. So maybe you would give them some options of how to learn in just a part of your course. The scarier thing is to give them freedom in what to learn. As you gain confidence and maybe two or three of you are doing this together, then you might gain the courage to let students start making more choices about what they learn. You can start off very simply. Give them an assignment--do this, this, this, or this. That is giving them four choices already. Your fifth choice might be, or any other topic with the consent of the instructor. So that far the students who want to do a quite different sort of topic you can give that student the option of writing a proposal and coming to you and saying, "Can I do this instead of the other four assignments?" That is not too threatening to you, not threatening to the system, you can't get fired for that. But it does give students more choice.

I think what often happens to instructors or administrators is that they say, "OK, it's too big; you can't change." I urge people to make very small changes, start in the simplest way you can. Don't try to revolutionize your whole department or your whole college but just start with a very small segment. One course, one portion of a course, try to move away from teacher control in a very small situation. One of

the ways this is being done is with learning contracts. I am sure when Malcolm Knowles speaks he will talk about learning contracts. I just want to share with you the two sides of my feelings about learning contracts. In one way, I am very positive about them because I think they are one form of breaking away from a whole group of learning the same thing in a lock step fashion. I do have one problem with learning contracts and that is that sometimes people feel locked into them. When I talked with Malcolm Knowles about this, his response is that that they are always negotiable, people as they change their minds on the way through they can always go to the instructor and negotiate a change. I think that is good. I am glad that feature is there. My feeling, though, is that people feel locked in, maybe it is needless, but they still feel locked in. On the back of the handout sheet that we are talking about now is a very interesting diagram called the "Paths Followed in One Learning Project." Where that came from is one of my graduate students decided to draw a sketch of one of his learning efforts. It happens to be an individual reading course that he was doing with me. He started off interested in self-planned learning and that led into four different directions and a couple of those paths ended there, and that was okay. That path that went through individual perception becomes very complex, goes all over the place. You will notice at the bottom two rectangles have arrows pointing down. Which I gather breaks all the rules of flow charts. At any rate, the reason for that is that the student then went on to develop a thesis proposal based on those two squares, those two interests. So that in a sense of learning projects it didn't end when the reading course ended. I think it is very interesting to look at that diagram and one of the obvious features that strikes you is that it is not a nice, neat linear path. It doesn't just flow on A, B, C, D, to E. It sort of meanders and hops, skips, and jumps all over the place. The other thing, though, is that there is no way the student could have sat down at the beginning and planned that entire learning project. It is too complex. Nobody can plan something that complex even more important, though, the student as he learned kept changing his mind about what direction to go to next. It seems to me that is the essence of much adult learning, that we start off learning about one facet of the thing and after you have learned that you are different and you are going to have different questions, you are going to see different options about where to go to next and so the next step you take may be quite different from one you would have predicted when you started, got started with the whole thing. And that keeps happening over and over. It is certainly happening in this particular example that he kept changing his mind. He is a very stable, solid guy. It is not because he is flighty, but as he got in to some of these areas he then began to see new vistas. I just worry that a learning contract eliminates a whole lot of that. That a learning contract is going to deal only with the starting point and is not going to be free to break out in all of those directions toward the ending point.

What I do with my own individual reading courses and in fact in my own classroom courses as well is to urge people not to plan more than a week or two ahead. I just say figure out what you want to learn this week, what do you want to read next, what direction do you want to go in this week or the next two weeks and then sit back and reassess what you want to do next. That seems to work fairly well. Of course, what happens with this is if you are an instructor or whatever it is called in the learning contract you are going to be consulted at various stages during that thing. You don't just settle it all at the beginning and then it goes by itself. The student could come to me many times and would ask for help in clarifying his goals, ask for a book or a resource on a particular topic, whatever his need was. Some people think that self-planned learning is easier for an instructor to facilitate. I think that just the opposite is true. I think it can be very time consuming, but very rewarding.

The third suggestion I made is a much more specific suggestion. This is a very specific kind of help that I think we should try to give people. What I spent three or four years working on after I finished the research we are talking about tonight.

While other people are picking up the research and carrying it on in other places and with other populations, I got interested in how we can help people set their learning goals. I am still fascinated by that. I would really urge each of you to think of your own situation and how you can help people set learning goals in that particular situation. I would suggest three ways you might do that. One is through printed materials, books, and that sort of thing. One way is just to collect any books that are available and would help people set learning goals and look at their own learning and so on. It is very simple, it might cost a hundred dollars to buy those books. In my more vehement moments, I said every community college, every adult evening program, in fact every instructor should have some of those basic books on display so that not only do you help people learn subject matter but you also encourage them to look at their own learning, where they are going and some of the options. In fact, on the back of that handout sheet I have a list of the most useful books that I have come across for this particular purpose. I would urge you to consider buying some of those books any way, for the learners at your institution. Put them in a prominent place in your library, in your classroom. I often take books to my classroom and spread them out on a table just to encourage people to see what is available. I will either lend them copies or encourage them to jot down the title and author. It is amazing how many people will be attracted to 10 or 15 books spread out on a table. They will go over before session, after session, or at a coffee break and browse at those and jot down one or two they are going to look at. So these are some of the most useful books in particular Ron Gross I think has run the end around all of us by writing a book called the Life-Long Learner. Any of you who haven't seen that book, I urge you to take a look at it. It captures the freedom, resources, and methods of adult learning much better than any other book I have seen. Ron is basically a journalist although he is also an educator and he has written various books on high school. He just got interested in people learning on their own--calls them free learners and has written this incredible book. It was written for the adult learner which is very unusual to write books about learning for the adult learner. I think it is also a very useful book for professionals. I think each of us can benefit from that book.

A second way to help people with their learning goals is to talk with them. At coffee breaks, before your class, whenever you are in touch with the learner, or one of your staff just think of any way you can raise the subject of what are they learning, what else might they learn, that kind of thing. Or if you are into staff development you might, or if you are a supervisor, you might help your staff to look at their own learning. I think one of the most powerful things to do is simply to do the exercise we did tonight: to have them jot down the things that they are already learning. Do this in a staff session, a meeting, or do it individually with people. That's about three-quarters of all you have to do. Once people look at what they are already learning that is job related, they will start better choices, more thoughtful decisions about where to go next with their own learning. My stance is that everyone is trying to learn to become better at their job. Everybody above a certain level anywhere. All I am doing is helping them to make better choices around them. I am trying to make them feel inadequate by saying you are lousy and you have got to learn. But more of, you are already learning, you are probably spending several hundred hours a year at learning connected with your job. Maybe what you should do is sit down and look at how you are spending your time, and some other things you might want to get into learning. That is just a very simple way of doing it.

The third way to do it in a group, for example, I run workshops occasionally for the general public on choosing your learning path. I do this at the "Y." I used to do it at a growth center in a university. People come and we just spend a day, even less, looking at them and their interests and needs, and looking at some of the options available in this particular city and toward the end of the session they start to make

some choices. They start to list some of the options for things they might learn next, some of the directions they might go and then they try to set priorities, just narrow it down to the one or two things that would be beneficial for them. It is a very simple workshop format. I am amazed that very few institutions are offering this sort of thing. We let people come and learn, but we don't give them a chance to come and reflect on their learning and reflect on where they might go next in their learning.

"This role of teacher, counselor, is that going to change the iceberg analogy, or do you want to change that 20-80 percent relationship?" No, I don't really want to change it. What I really want to do is to fit in to the 80 percent the philosophy to facilitate that. I don't want to take it over. I don't want to control it. But people have difficulties. Two of the main ones they mention are difficulties in setting learning goals, and difficulties in planning the strategy to go with the learning. So I would just like to give them that type of help without taking over in any way. As someone who operates within the 20 percent is to make the learning my courses more similar to the learning in real life. Our reason for that is simply because I think they are going to learn more, it will be much more beneficial learning than if I were operating the way I used to operate. I am changing my teaching approach to be more like what they are doing in real life. The reason is not to make them better at their real-life learning. The reason is to help them learn more relevant things, faster and better in the area I am teaching about.

"But if you do train them, you are revolutionizing the field, if they are trained well to find information in the field to identify resources they don't need the 20 percent any longer once they become trained and efficient at it." Right, I already think they already are proficient at it. So in a sense we have gone past that step already. You're right; it raises some real questions about what we are doing in this 20 percent. I think some of the 20 percent is very necessary for highly technical things or for common things that people can learn more efficiently in a group. But it raises some fundamental questions about how we operate in that 20 percent.

"Since most of us are educators here, working in jobs with education, it is very important implication." For sure. "If it is really self-planned learning, why do we need credits?" Some day we may get away without the credits. The credit part does bother me. Because with my teaching, for example, I still retain the control over that. I try to give it away to some extent by setting certain requirements for an A-, A+, and so on. The student decides which of those levels of requirements to meet and goes ahead and meets them. I think colleges and universities have made a basic mistake in getting into the whole credit thing in the first place. Because what has happened is that it has distorted our original function. Our original function was to foster and facilitate learning. Instead of doing that, we get so wrapped up in the credits and grades and the pieces of paper that we become much less effective at stimulating and helping learning. I think universities and colleges should simply get rid of the whole credit function. I think we are going to be fairly inept to facilitate learning as long as we use the grades and the credits. It seems to me we do it for the sake of employers and we do it for the sake of the next level, graduate school or whatever the next level is. I think we should say, look it is your worry. Say to employers and graduate schools, it is your worry. You figure out how you are going to screen people, we are going to get out of this screening business and go back to fostering learning. That is in my most practical moment; that is my feeling.

"Seems there is a centuries' old precedent for part of this that comes out as the tutorial relationship. Whether you give credits or not." It seems as though in the United States we have lost a good share of that. In the tutorial relationships as I recall it. In places like Cambridge you read one or two weeks ahead and your readings were selected in sort of a dialogue with the tutor. And the tutorial relationship

could last for years, or shorter lengths of time depending upon how you married the objectives of institution with your own. "Do you see that as a similarity perhaps we have lost and maybe one you're speaking toward at least in part. I am not saying that is the whole parameter that you are looking at in the 80 percent." I guess the closest equivalent we have to that is the individual reading course which I assume this institution has. That is the closest we come. Usually they are not as highly structured as the British tutorial system. My impression of the tutor is that he is highly in control. Partly getting that control through the feedback and partly through saying here is where we are going to next. So I see ours as a more flexible form of that. "I just advance it as a precedent." Benjamin Franklin's Just was a precedent of learning in a group of peers. It is interesting at one point in American history the decision was made to put most youth learning into institutions and pay somebody to foster that, instead of having it a more diverse and widespread and natural phenomenon bubbling up in all different parts of society. What has happened is still bubbling up, as we see from the 80 percent. We just don't notice it any more, we don't talk about it. None of our educational policies.

"I have done some reading that shows when an adult comes into a classroom situation, when that adult participates in planning his program, that you retain more students usually in that program and achievement levels are higher. I see a situation where the perception of what adults got when they went into a classroom change, so that he felt for example he wanted to learn something about his house that he could go to a classroom and situation and plan with a professional, that we may get more of the iceberg uncovered in that we could combine these two. Maybe people would become more involved in projects if they felt there was someone who could help them get started and there was someone that knew about this. And maybe wouldn't waste 30 hours." I don't want that 20 percent to whither, I don't think it is going to, but I think we are going to find quite different roles for ourselves as professionals. I think 10 or 15 years from now we are going to be operating quite differently from the way we are now. This has already happened in the graduate department where I teach. There is no way I could get away with being a traditional lecturer. The students would not stand for it. Because once they have taken one or two courses, they rapidly become used to being much more self-directing and making much more of the decisions themselves. They can't go back to the old way, not very easily anyway. That kind of thing begins to spread. What I hope each of you will do is to rethink your role as a professional. If people are capable of planning and guiding their own learning, what does that leave for you to do that is really useful to people? It seems the last thing we need to do is to provide more and more instruction for people. What is the most governments tend to go and the way most educators tend to go is how can we get more people to come into our classes? I am all for lots of options, I want lots of classes offered for people, but I don't think that is where our expansion lies in the future. I think our expansion lies in some quite different kinds of services for adult learners. Helping to set goals, helping to find resources, being more competent and how they are operating as learners. These are some of the directions we should be going in.

"If the self-learner is so good, when does he need help, where does he need help, where are the methodologies that show us who needs help? I have a feeling that there aren't any clear-cut answers there. We are saying on one hand, self-guided learning is a better way of learning." People are doing very well, they don't give them credit for that. They are doing it fairly well. At the same time, when we asked people, "Would you like additional help?" they always say yes. People often want more help than they are getting now. My own dissertation at Chicago used 12 different teaching tasks, 12 steps that a teacher goes through. I try to see whether learners go through these steps for themselves. Steps like setting objectives, planning resources,

finding resources, evaluating progress, and so on. Self-guided learning is not an isolated thing, not something people do all by themselves. My final question was, "Would you like additional help with this task?" Two of the ones that were most commonly difficult were setting goals and planning strategies. I think there is a need for us to fit in and help people with those two steps. That is what I try to do in my workshops, for example, choosing your learning path is to help people figure out what it is they want to learn next and basically how to go about that. I am with you, too, in feeling the need for more studies to find out just what is it that people need, what kinds of needs of help? In a way, I am still flying blind and operating on hunches that what seems to be what people need help with is goal setting and strategy planning. But I may be wrong, there may be some other kind of thing that we haven't uncovered yet.

"Wouldn't you have to do a retrospective study of that? See how people differ from learning in a formal and informal setting. All of us learn in both ways. In one learning effort we will move in and out of different ways of learning. That's why we are talking about learning styles at supper. My feeling is that some of the learning styles research is trying to categorize or pigeon hole people and it is not that simple. That when I am learning to raise my kids I might use one learning style; when I am learning a new instrument, I may use another learning style. I wanted to improve my reading speed a few years ago; I went to an Evelyn Wood class and spent 90 hours going through those exercises and doing homework. For that particular thing that was my best path. It does get very complex.

What got me started in this whole thing in the first place was analyzing my own learning of French. I learned French in high school in Ontario; but then had to relearn it and learn some more in order to pass an exam. That's the first time Cyril Houle, my major professor, gave me this assignment of examining the learning steps, and I found sure enough I had gone through all those learning steps. I had set my objectives, and how many words I had to learn in order to pass the exam. In Toronto we have a lot of people coming in from other countries, one of the fascinating things is that they will not only go to a classroom to learn how to speak English; but they will use television and radio in order to learn. In a supermarket, they will look at packages and try to translate the different labels. They will deliberately choose people to talk to who will help them learn English. It seems to be a highly deliberate path that they follow to use all kinds of resources in the environment in order to learn to speak the language. Some people may want to use a preplanned package rather than using a teacher.

I think we need to do more and more research on the 80 percent of adult learning that the reason for that is it has been neglected. I would never say self-planned learning is better or more important than any other kind, but it is neglected until it has been studied. We still don't know a lot about it. So any of you who are interested in research or think about a thesis topic, there is lots to be done. I did a paper recently that just came out in Adult Education, I guess the issue before the most recent one, Summer of 1978, in which I look at the research that has been done since my 1971 book came out; and then I suggest at the end the eight areas I see as highest priority for our next steps. So if any of you are looking around for a thesis topic, there are my eight answers to what I think you should do.

The final answer I have for this question, "What you can do" is to look at yourself as a helper and maybe think of ways you can improve as a helper. One of the fascinating things about people trying to learn in a self-guided way is that they get an enormous amount of help from friends, people at work, relatives, and neighbors. They get advice, encouragement, information. The average number of people is about 10 percent for learning one particular thing. You know people are learning about five different things each year. So they are getting help from about 55 people. Some of those are going to be the same people. So you can help by being one of these people. Thank you.

WHAT DID WE ASK PEOPLE ABOUT?

About all their major learning efforts or "learning projects" during the 12 months before the interview. A learning project is a highly deliberate effort to gain and retain certain definite knowledge, skill, etc. To meet our criteria, a person had to identify a series of learning sessions or episodes in which his or her primary intention was to learn something--and these had to add up to at least 7 hours.

WHO WAS INTERVIEWED?

Persons in all walks of life. Young adults, retired adults, all ages in between, and even some youth (ages 10 and 16). In Canada, Ghana, Jamaica, New Zealand, and the United States.

WHAT DID WE FIND? (regarding a 12-month period)

90% of all adults conduct at least one major learning effort.

The middle or average learner conducts 5 distinct projects.

He or she spends an average of 100 hours per learning effort, which is a total of 500 hours a year.

IN WHOSE HANDS IS THE DAY-TO-DAY PLANNING OF WHAT AND HOW TO LEARN?

20% of all learning projects are planned by a professional (someone trained, paid, or institutionally designated to facilitate the learning).

80% of all learning projects are planned by the learner or some other "amateur."

WHAT MOTIVATES ADULT LEARNING?

75%: some anticipated use of the knowledge and skill.

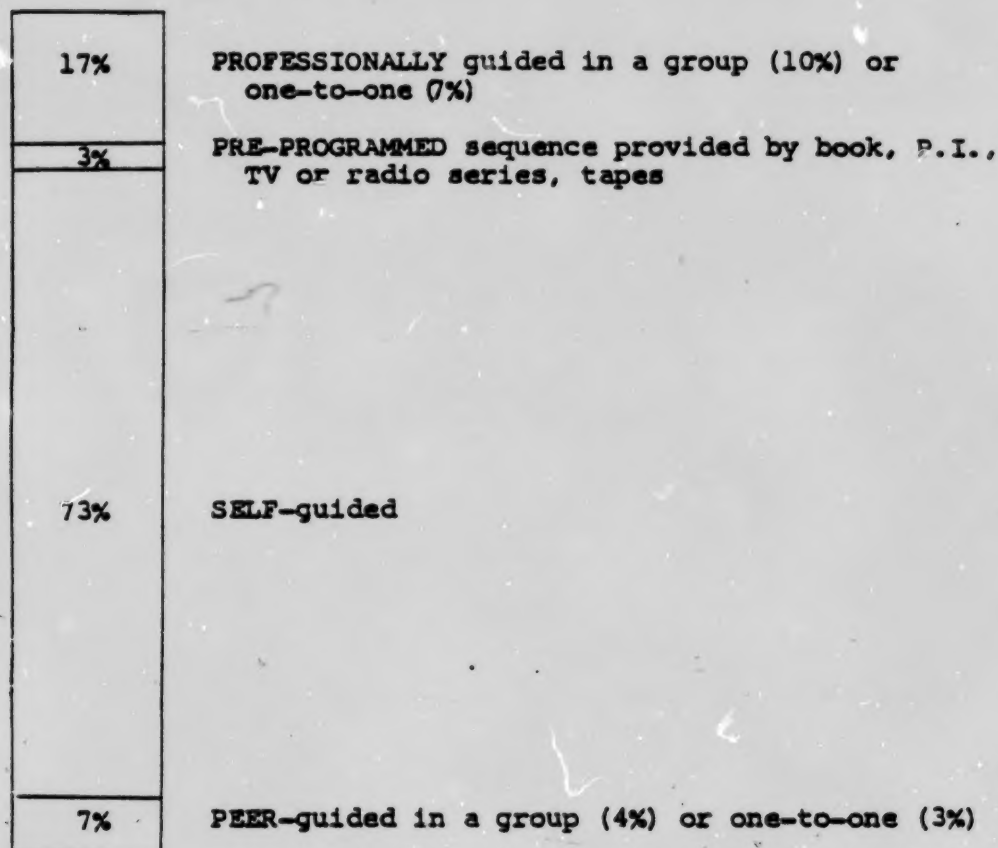
20%: curiosity; puzzlement; wanting to possess the knowledge.

5%: credit toward a certificate, degree, driver's licence, etc.

FOR FURTHER INFORMATION

Definitions of concepts, detailed findings, and practical implications are presented in The Adult's Learning Projects by Allen Tough. It is available for \$6.50 Canadian or U.S. funds, prepaid by check or money order, from Publications Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Canada M5S 1V6.

DAY BY DAY, WHO GUIDES THE LEARNING PROJECTS?

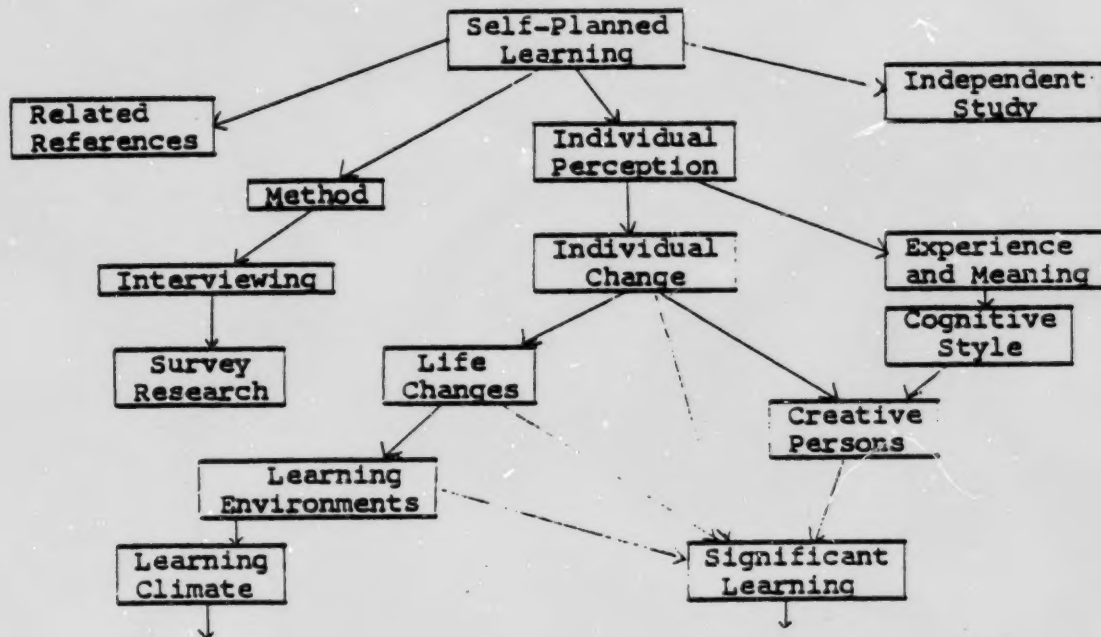


CAN YOU RECALL ANY LEARNING EFFORTS concerning children, ecology, nature, gardening, personal finances, a major purchase, home repair or improvement, current events, a sport or game, sewing, cooking, a hobby or craft, an area of reading, science, health, fitness, history, a nation to be visited, psychology, human relationships, self-insight, groups, a personal problem, careers and jobs, various responsibilities at work, music, art, religion, moral values, spiritual matters, society's problems, marriage and family relationships, household budgets, communication, empathy, time management, a new language, some project at home or work, a decision, a long-term interest, or your community?

WHAT YOU CAN DO

1. Become committed to fostering the entire range of major learning efforts. Feel a kinship with the total helping enterprise devoted to facilitating the person's efforts to learn and grow. Feel part of an even wider enterprise: to foster the humane, loving, liberating, growth-enhancing, creative elements in our society.
2. In your entire program or institution, or at least in your own work with learners, be sure they have plenty of freedom and options.
 - Provide a variety of opportunities and resources for learning and personal growth.
 - Be sure people can get plenty of information about these.
 - Encourage autonomous groups of peers ("self-help groups") to form around a common interest or need.
 - As much as possible, give the learners a wide choice of how and what to learn.
 - Simultaneously be sure they can get enough help.
 - Browse through chapter 14 in The Adult's Learning Projects.
 - Shift away from "we know best," from emphasis on credit or grades, from coercion or forced attendance, from a high degree of control by the instructor.
3. Through printed materials or in one-to-one conversations or in a group, experiment with helping learners to:
 - thoughtfully choose their learning goals (after reflecting on their life goals, seeking feedback on their performance, clarifying needs and interests, and examining their current learning patterns);
 - become aware of the vast panorama of available opportunities and methods (including self-guided and peer-guided), and choose the most appropriate strategy;
 - become competent at making choices and plans more effectively and independently next time.
4. Develop or integrate new knowledge about all this, or encourage others to do so. Eventually this increased understanding will lead to better help and resources for the entire range of intentional human learning.
5. Try to improve as a learning consultant and helper. For example, you could read about learning projects, study your own learning, read about being an effective helper, seek constructive feedback, try to listen better, try to be more loving and spontaneous and authentic, attend a personal growth group.

THE PATHS FOLLOWED IN ONE LEARNING PROJECT



USEFUL BOOKS FOR CHOOSING AND GUIDING ONE'S LEARNING

Richard Bolles. What color is your parachute?
 Raymond Corsini. Current psychotherapies.
 John Coyne & Tom Hebert. This way out.
 Ann Faraday. The dream game.
 George A. Ford & G. L. Lippitt. Planning your future.
 Stanislaw Grof. Realms of the human unconscious.
 Ronald Gross. The lifelong learner.
 Milton Hahn. Planning ahead after 40.
 Nathaniel Lande. Mindstyles, lifestyles.
 J. W. Loughary & T. M. Ripley. Career and life planning guide.
 Michael Mahoney & C. Thoresen. Self-control: Power to the person.
 Claudio Naranjo. The one quest. (Wildwood)
 Nena & George O'Neill. Shifting gears.
 Clara C. Park & L. N. Shapiro. You are not alone.
 Cris Popenoe. Books for inner development.
 C. R. Rogers. Carl Rogers on personal power.
 Nelle T. Scholz. How to decide: A guide for women.
 Sidney B. Simon. Meeting yourself halfway.
 John O. Stevens. Awareness.
 Allen Tough. The adult's learning projects.

	LARGEST INTENTIONAL CHANGE	MAJOR LEARNING EFFORT
	To what extent was each resource responsible for choosing, planning, and achieving the change?	In what percentage of these efforts did this resource do most of the day-to-day planning?
The person himself or herself	76%	73%
Peers in a one-to-one situation	16	3
Peer groups	2	4
Books and other nonhuman resources	2	3
Professional (someone paid, employed, designated, or trained to help) in a one-to-one situation	3	7
A professionally-led group	1	10
Total	100%	100%

From all of your intentional changes during the past two years, please select your largest, most important change. If in doubt between two changes, choose the one that will affect you and your life the most, or the one that will last the longest.

The decision was made sometime within the past 24 months.

DECISION
TO
CHANGE

STEPS TO ACHIEVE THE CHANGE

Include only the intentional portion of the change -- the part you wanted and decided to achieve.

THE
ACTUAL
CHANGE

You chose the change fairly freely. Exclude any change that was forced on you, or that was virtually required by the circumstances or the environment.

Include only the portion that has occurred between the time of the decision and today.

SELF-GUIDED LEARNING AND CHANGE

Allen Tough

SECTION 1: BOOKS THAT ARE BROAD-GAUGE OR ESPECIALLY "ON TARGET"

Ronald Gross.* The Lifelong Learner. N.Y.: Simon and Schuster, 1977.
An outstanding printed tool for the adult learner.

James M. Heffernan et al.* Educational Brokering: New Services for Adult Learners. Syracuse: National Center for Educational Brokering, 1976.

Cyril O. Houle. The Inquiring Mind: A Study of the Adult Who Continues to Learn. Madison: University of Wisconsin Press, 1963. An insightful thinker studied 22 adults who were conspicuously engaged in education.

Diana J. Ironside and Dorene E. Jacobs.* Trends In Counselling and Information Services for the Adult Learner. Toronto: OISE, 1977.

Malcolm S. Knowles. Self-Directed Learning: A Guide for Learners and Teachers. N.Y.: Association Press, 1975.

George Robert Lewis.* A Comparative Study of Learning Networks in the United States. Unpublished Ph.D dissertation, Northwestern University, 1978.

Cressy McCatty.*Patterns of Learning Projects Among Professional Men. Doctoral dissertation, OISE, University of Toronto, 1973.

Anne S. Mavor et al. Final Report: The Role of the Public Libraries in Adult Independent Learning. Two parts. N.Y.: College Entrance Examination Board, 1976. Note especially the first volume ("Part 1"), pages 1-6, 76-78, and 85-94.

Patrick R. Penland. Individual Self-Planned Learning in America. (Final report of project 475AH60058 under grant no. G007603327, U.S. Office of Education, Office of Libraries and Learning Resources). Unpublished manuscript, Graduate School of Library and Information Sciences, University of Pittsburgh, 1977. May be purchased from the University of Pittsburgh Bookstore under the title Self-Planned Learning in America.

Richard E. Peterson and others. Toward Lifelong Learning in America: A Sourcebook for Planners. Berkeley: Educational Testing Service, 1978. Note especially Peterson's overview chapter called "Sources of Education and Learning in the USA."

Carl R. Rogers.* Carl Rogers on Personal Power: Inner strength and It's Revolutionary Impact. N.Y.: Delacorte, 1977.

Robert M. Smith. Learning How to Learn in Adult Education. (Information Series No. 10.) DeKalb, Illinois: ERIC Clearinghouse in Career Education, 1976. Also available as ERIC document ED 132 245.

Allen Tough.* Learning Without A Teacher: Tasks and Assistance During Self-Planned Learning Projects. Toronto: Ontario Institute for Studies in Education, 1967.

Allen Tough.* The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning. Toronto: Ontario Institute for Studies in Education.

Allen Tough.* Major Learning Efforts: Recent Research and Future Directions. Unpublished paper. Also in Adult Education, XXVIII (4), Summer 1978.

Warren L. Ziegler. The Future of Adult Education and Learning in the United States (Final report under project grant no. OEG-0-73-5232, prepared for U.S. Office of Education, Division of Adult Education). Syracuse: Education Policy Research Center, Syracuse Research Corporation, 1977.

SECTION 2: PARTICULAR POPULATIONS AND FOCI (useful for following some specific interest)

Thomas D. Allerton. Selected Characteristics of the Learning Projects Pursued By Parish Ministers in the Louisville Metropolitan Area (Doctoral dissertation, University of Georgia, 1974). Dissertation Abstracts International 1975, 35, 6422A. (University Microfilms No. 75-8084)

Frank B. Benson, Jr. Learning Projects of Selected Administrators in Tennessee Colleges and Universities (Doctoral Dissertation, University of Tennessee, 1974). Dissertation Abstracts International, 1975, 35, 4958A. (University Microfilms No. 75-3572)

Gerald Caplan and Marie Killilea (Eds.). Support Systems and Mutual Help. N.Y.: Grune and Stratton, 1976. Note particularly Killilea's review of the literature on mutual help organizations (chapter 2).

Robert R. Carkhuff and Bernard G. Berelson. Beyond Counselling and Therapy. N.Y.: Holt, Rinehart & Winston.

Arthur Combs et al. Helping Relationships: Basic Concepts for the Helping Professions. N.Y.: Allyn Bacon, 1971. The helper's spontaneous response in the immediate situation, and perceptions of self and others, are far more important for good helping relationships than are the helper's training, techniques, and theoretical background.

Commission on Non-Traditional Study. Diversity by Design. San Francisco: Jossey-Bass, 1973.

Patricia M. Coolican. The Learning Styles of Mothers of Young Children. (Doctoral dissertation, Syracuse University, 1973). Dissertation Abstracts International, 1974, 35, 783A-784A. (University Microfilms No. 74-17,569)

Patricia M. Coolican. Self-Planned Learning: Implications for the Future of Adult Education. (Technical Report No. 74-507). Syracuse: Educational Policy Research Center, Syracuse University Research Corporation, 1974. Also available as ERIC document ED 095 254.

Edgar Faure et al. Learning To Be: The World of Education Today and Tomorrow. Toronto: UNESCO/OISE, 1972. Note the italicized principles and recommendations in the "innovations and search for alternatives" section of chapter 8.

Roger Hiemstra. The Older Adult and Learning. Lincoln: Department of Adult and Continuing Education, University of Nebraska, 1975. Also available as ERIC document ED 117 371.

Cyril O. Houle. The External Degree. San Francisco: Jossey-Bass, 1973.

Cyril O. Houle. The Public Library's Role in Non-traditional Study. Washington: Division of Library Programs, U.S. Office of Education, 1974. Also available as ERIC document no. ED 098 993.

Ivan Illich et al. After Deschooling, What? N.Y.: Harper and Row, 1973.

William E. Johns. Selected Characteristics of the Learning Projects Pursued by Practicing Pharmacists (Doctoral dissertation, University of Georgia, 1973). Dissertation Abstracts International, 1974, 34, 4677A. (University Microfilms No. 74-4823)

Edwin Johnson. Selected Characteristics of the Learning Projects Pursued by Adult Who Have Earned A High School Diploma and/or a High School Equivalency Certificate (Doctoral dissertation, University of Georgia, 1973). Dissertation Abstracts International, 1973, 34, 2332A-2333A. (University Microfilms No. 73-27,596)

Clark Luikart. Social Networks and Self-Planned Adult Learning. Doctoral dissertation, University of North Carolina at Chapel Hill, 1975. Also available in University of North Carolina Extension Bulletin, 1977, 61 (2), entire issue.

Fritz Machlup. The Production and Distribution of Knowledge in the United States. Princeton: Princeton University Press, 1962.

Patrick R. Penland. Learning Patterns of Librarian Clients. (Final report submitted to U.S. Office of Education at the conclusion of a funded project). Unpublished manuscript, Graduate School of Library and Information Sciences, University of Pittsburgh, 1976. Also available as ERIC document ED 128 016.

John M. Peters and Susan Gordon. Adult Learning Projects: A Study of Adult Learning in Urban and Rural Tennessee. Knoxville: University of Tennessee, 1974. Also available as ERIC document ED 102 431.

Allen Tough. Why Adults Learn: A Study of the Major Reasons for Beginning and Continuing a Learning Project. Toronto: Ontario Institute for Studies in Education, 1968. Also available as ERIC document ED 025 688.

Reginald E. Y. Wickett. Adult Learning Projects Related to Spiritual Growth. Doctoral dissertation, OISE, University of Toronto, 1978.

* All books on reserve.

Dr. Malcolm Knowles, Professor of Adult and Community College
Education, North Carolina State University

"Needs Assessment Strategies and Techniques"

I want to find out some things about you first and so I'm going to call out some categories and if you fit into any of these categories, would you raise your hand. Now many of you will fit into several categories so some of you will get some good exercise tonight. I want to find out first about institutional settings that are represented here. How many of you are from institutions in which you either work or study that are higher education institutions--colleges or universities? OK, that is overwhelmingly the majority. How many are in two-year higher education institutions? How many are in two-year higher education institutions? How many of you are in public schools? How many in health agencies? How many in business and industry? How many of you are unemployed? How many in libraries? In community agencies, YMCA, YWCA, Red Cross, etc.? Religious institutions? Gee, we have a good spread. Any institutions that I've omitted? Shout them out if I haven't covered you. Now I'd like to find out something about the role you're in. How many of you are primarily in the role of an administrator, defined in your own terms? Oh, quite a few SOB's. How many are primarily teachers? OK, good, a lot of angels. How many of you are counselors? How many media specialists? How many of you are students? Let's say full-time students first. How many part-time students? Have I missed any roles? How many of you have been in an adult educational role and you define that in your own terms for less than a year? My goodness, you're all veterans. How many for less than five years? Okay, we do have some fairly fresh blood here. How many for more than twenty years?

Is there anything else you folks would like to know about who's here? Well, then, let me lay out my design for the evening. I have, I think, maybe thirty or forty minutes worth of things to say about needs assessment (unless I get sidetracked) but feel free to interrupt me at any point to ask a question or to challenge or to give an experience and then let's take a break for those of you who are smokers or with small bladders and then come back together and have an open forum until everybody falls asleep.

As I see it, the early stages of the development of the technology of assessing needs for learning have been fairly mechanistic in their orientation. I think this is probably understandable, natural, and probably necessary in starting a new endeavor--to take it in its simplest form. If you think about what I'm going to be talking about as being in two halves, the first half will be in terms of the old, the more mechanical, mechanistic needs assessment techniques. But, I think a new dimension has been emerging in the last five, maybe ten years regarding needs assessment. That is looking at the phenomenon, the problem, the undertaking, in much more dynamic and organismic terms; now that's what I want to talk about in the second half of my presentation.

There are three kinds of needs it seems to me that have to be taken into account in developing an adult education program. The first, in point I think of both time and importance, is the needs of the individual. The second, which has to be taken into account if you want to maintain the support of your organization, is the need of the organization that is sponsoring the adult education program. And the third, if you want to maintain good public relations and support from the general community, is what could be called either societal needs or community needs.

Let me start with the individual needs. As you identify a clientele that you would like to serve, it seems to me that you have to go and start finding out from them what they perceive to be their needs. As per the jargon of the literature, these are often called felt needs. What are their felt needs? What needs are they aware of? The simplest way to get at what their self-perceived needs are is to simply ask them what they need or what they're interested in, through a questionnaire or interest finder, (a special form of questionnaire), or through interviews, group discussions, etc. The risk here is that you will get from them statements of their needs that they either think are safe to give you or they give you the things that they think are good for others. There is a classic experiment that demonstrates this, one by a man named Hudson back in 1935. A way of reducing this risk is to insert three columns for them to check in any list of activities or needs that you give them. If you ask them to check in one column, headed "a good idea" then they'll check a lot of those, ("Oh yes, that would be a good idea.") Mostly they're getting out of their system what they think would be good for other people. Then if you have them check a second column, headed "am interested," you'll get fewer checks. (Those are the ones "well maybe" .) And then the third column would be headed "will enroll" and there you may get no checks or only one or two. It is a device for screening out the more publicly safe and other-directed needs.

However, you still are going to get from those kinds of devices (questionnaires, interviews, group discussions, and so on) only the needs that come from their head, the intellectual needs, the needs they "think" they have or that are immediately in their consciousness. And very often these are rather superficial needs. One of the most potent of the strategies for getting beneath the superficial needs is some adaptation of the psychometric device of the projective test. At its simplest level, an instrument or an interview schedule can be devised in which you ask the individual to project himself or herself into a situation and then say, "Now, where do you feel inadequate in that situation?" or "What would you want to beef yourself up in, in order to be more comfortable in that situation?" I remember when I was program chairman for a public affairs committee in a church group way back in the 40's, we had done a straight checklist kind of thing and built a program on the basis of what they had given us and very few people came--you know like maybe 10 or 15 people came. So I thought I'm not getting at what they're really interested in having us do. So I got up another kind of questionnaire and asked them questions like this: "What headline would you like most to see in the paper tomorrow?" We got a lot of fantasy to that. This was in '47 of '48 and the headline that they would most like to see at that point was "Stalin Assassinated." And this was a church group. But it was right after the War. So the lead-off in the next series was "Will Your Sons Have to Fight Russia in Their Lifetime?" We were overflooded and had to turn people away.

A more sophisticated example of a projective technique was developed by a couple of nurses who were my students at Boston University. One was a candid camera buff. They worked at the same hospital and they teamed up on the project. They were not satisfied that they were really getting at what the nurses at their hospital needed in the way of in-service education. For a week they wandered around the halls of the hospital and the candid camera bug kept snapping pictures of nurses in various situations--standing, getting chewed out by a tall doctor; spilling a bedpan in the kitchen or something; and there were some pretty gruesome ones I tell you. I recall they took about 300 or more pictures in the course of the week and then reduced them to 52. They had several criteria by which they selected the ones they hunched the nurses would be least likely to feel adequate in. They took these 52 pictures to the nurses, sat them down at a table and said, "Would you go through these pictures and put them into three piles. In the left hand pile put the pictures that represent the situations in which you would feel absolutely secure--no question that you would be able to handle the situation. Then in the right hand column put the situations in which you would just be scared to death,

very insecure, you know that you wouldn't be able to handle it the way you would want to. In the middle pile put the ones that you're not too sure about. What they got was curve of distribution--the two end piles were the smallest and the middle pile was the largest but there still were substantial numbers of them in every case in the right hand pile. They wrote the number of each pile on the back of the picture and after having about, as I recall, 25 or 30 nurses do this, a good sample of the total population, they came out with a clear-cut picture of what the situations were that nurses most commonly felt inadequate in and from that were able to rather easily reduce the kinds of knowledges and skills and values and attitudes that they would need to get in order to feel more adequate in the situation. Then they mounted an in-service education program based on those findings and where previously they had very poor attendance now they had just an excellent attendance. If you're going to try to find out what people really need, try to get beneath the surface, through some sort of probing or putting them in situations to get at deeper level needs.

Okay, that's all I'm going to say about individual needs. No, wait a minute, there's one other technique for getting at individual needs that occurs to me and that is any data about behavior that adults engage in elsewhere that indicates the need to learn something. For example, one of my students a long time ago in Chicago was on staff of the adult education program of the YWCA of Chicago. She went around and interviewed librarians in the main library and all the branches in Chicago and asked "What are the non-fiction books that people are checking out most frequently? Right now, you know this fall." At that point, in the 40's or early 50's there was a run on positive thinking, building a positive point of view toward life. I think Norman Vincent Peale was strong at that period if I remember correctly. They found out some other things but that stands out in my mind as having a run on it. So, she built her next program around those things that people were reading and found it a very accurate index of what people were interested in. Others of my students have interviewed people like the police, to find out where people are getting into trouble most commonly? One thing that came out very strongly was the need for better driver education. I can name some institutions that previously were not into driver's education who went into it with great success. Or, employers. Asking employers what are the common causes of people losing their jobs in your company? And one of the things that almost always comes out from that is poor human relations skills--that they can't get along with their co-workers or their bosses --and many institutions have developed and offered programs dealing with human relations skills.

The second kind of needs are those of the organization. The organization's felt needs vis a vis what their people should learn. Here the devices that are most commonly used are the same kinds of devices--interviewing the managers or supervisors. Another is examining the records of the organization that give some indication of where people aren't performing well in the organization, such as productivity records. Accident records are a very common source of good information to organizations about what their employees need, a rising accident rate suggesting the need for some safety education. Most employees will not identify that as a need they have. Accidents are always caused by the other guy, and so it's an organizational need for good safety practice to be followed. So you have to get that from the organization's sources. Another very useful device that many corporations are using, for example, and a number of government agencies too, is performance appraisal procedures. The most extensive of which now is the management by objectives process in which the manager sits down or the supervisor sits down with one or more workers and together they map out a set of work goals for the next year for each individual. And then following that the supervisor will ask, "Well now what do you need to learn in order to accomplish those work goals?" They use the performance appraisal system as a sort of diagnostic procedure for getting at the learning needs of employees. Certainly another fruitful or productive source of information for many organizations is the feedback they get from the people they are serving, the customers, the members or what not, the complaint box so to speak.

I'm impressed with how many motels and hotels I stay in have little check boxes with little slips that say "tell us how we served you." I've filled a number of those out and have never gotten a response. In fact, I filled out one at the Americana Hotel in New York that even made me blush and I expected surely that will shock them and I never heard a thing. Which says another thing. If you get data from individuals about the organizational needs be sure to feed it back to them. It's a kind of a contract. If I take the time and energy to give you the information, then you have an obligation to let me know somehow what the general result was. Well, those are the organizational strategies that occur to me. Now you folks be thinking of other strategies because I'm not trying to be exhaustive, I'm trying to be illustrative. So you think of other strategies of all sorts.

The third source of data has to do with societal or community needs. Here we can define community or society in a number of ways. It could be the global society. What does our civilization in the year 1979 need? Or it can be a geographical community, what does West Albuquerque need? Or it could be a professional community. What does the nursing profession need? What does the engineering profession need. One way to get data about these kinds of social system needs is to ask key people. For example, when I first went to Chicago to start a new adult education program there in 1946, one of the first groups I interviewed were managing editors of the daily papers. I found out more from them than I think I did from any other single group. What were people doing in Chicago that wasn't good for them? Or that was hurting the quality of life in Chicago? I suppose politicians of certain sorts would be good sources of data. I imagine that aldermen or council members would be good sources of data. Where are things not going right in the community that we, the university extension division, for example, might do something about. Or as regards a professional community, ask the leaders of the local, state, or national societies--people who are in a position to be fairly objective and have a broad picture, a broad view of what's needed. Or the clients of the professionals. Now, the medical profession has got some very reliable feedback from the clients of the medical profession regarding some of the needs for medical education in the courts. Malpractice suits have been very convincing to physicians, and as a result in the last three years there have been more continuing medical education programs across North America than in all previous history of medicine in this country.

Now you run into a problem at this point because if you've done a good job of surveying the needs, you're going to come up with many more than you could possibly serve through a program. What you have to do is to screen these needs through some sieves that you've constructed for yourself such as the sieve of the purpose of our organization. If I'm in an organization the purpose of which is to promote safe auto driving and somebody comes in and wants a course on reckless auto driving, then that would conflict with my purpose and I would screen that need out, probably screen the guy out too. Or you have to ask would this need fit into the philosophy of this particular organization. For example, when I was the director of the YMCA adult education program in Chicago, right after the War, I remember clearly having a group of maybe a half a dozen returned veterans come in to see me. They said, "We've been scouting the job market and we have learned that the best openings for blokes like us are in bartending and so we'd like a course in bartending. Can you get up a course in bartending for us?" And I said well, you know I drink myself so I have nothing against bartending; in fact, I value it very highly. And it's a very lucrative and respectable occupation, but the YMCA doesn't yet feel that bartending is part of its philosophical value system. So, I said, "Let me call a friend of mine up the street who runs another adult education program in an agency that would have no problem with that." And they got their course in bartending. The feasibility of these needs in terms of the resources available is another sieve.

A friend of mine, who is Dean of Continuing Education at the University of California-Riverside, was telling me a couple of summers ago that he had a group of people come in to see him from one of the industrial plants nearby who wanted a course in nuclear physics that would require, in order to give them what they wanted, having access to a nuclear accelerator. The University of California-Riverside didn't own an accelerator. And so he had to tell them, "Well, we can't give the course. It wouldn't do us any good to have a lecturer come down from Cal-Tech or some place and just talk about it. You need to have an accelerator." So, what they arranged was for Cal-Tech to give the course and for Cal-Tech to send a bus down (one of their football buses on an off football day) and pick up 20 or 25 people to take them up and give the course. So, you cannot include in your program needs for which you don't have resources. By means of these sieves, you start squeezing out certain of these needs and you end up with a manageable number which then become your program objectives.

Now you see this is a kind of status quo system. It is looking at needs from the point of view of what is now. It seems to me that that probably was an appropriate way to think about needs assessment during, let's say, the first half of my career in adult education because things were relatively stable as compared, at least, with the way they are now. But we're now fast getting into an era, are well into an era, of accelerating change that is causing people to have needs that they don't feel for now but if they don't meet the needs now, they're going to be obsolete when it's too late to meet the needs. We're in an era as I see it, in which you and I, adult educators, have an obligation to find ways of inducing needs or of arousing people's awareness of the needs that they're not aware of. Paulo Friere, the great Brazilian adult educator called this "consciousness raising" and he has based a whole strategy of adult education on the starting point of adult education being consciousness raising. Well, what kinds of things do people need, do people's consciousness need to be raised about, and how do you go about it? Let me just share a few ideas on that with you. Certainly one thing that I now know that all adults need to have their consciousness raised about, is that they very quickly learn how to learn. The tragedy is that our traditional model of schooling has been based upon the proposition that the function of school is to teach. Our whole educational enterprise has been geared to the strategies of teaching on the assumption that if we just transmit enough information, they'll know what to do with it, and it will also last them all their life. That may have been understandable, if not noble, in an era of relative stability.

In fact, in parentheses, let me suggest a book to you that is just a gem and addresses itself essentially to this issue. It's a book by Donald A. Schon, and the title is Beyond the Stable State, and it was published by W.W. Norton in New York in 1971. Schon's central thesis is that we are now beyond the stable state, and so all of the social institutions we have that are geared to maintaining stability, including schools, are now dysfunctional. We must now invent new social institutions, including new forms of schooling, that will prepare people not just to adapt to change but to engage in change and to promote constructive change. The one competency that individuals must have in order to be able to do that is competency in self-directed learning, in being self-directed learners. So, I think that one of the critical unfelt needs that people have when they come in to us is to learn that learning does not consist of just being taught. That may be one way of learning--by being taught--but that is probably the least efficient way in real life. Therefore, they need to have the skills that are required to diagnose their own needs for learning, to develop their own plans for learning, to identify the most available resources for their learning, and then to assess whether they've accomplished their learning objectives or not. So, I would put as one of the unfelt needs, in fact this almost becomes a societal need because one of the greatest dangers to our civilization now, in my estimation, is the impending obsolescence of mankind because mankind is not able to keep up with the conditions of the unstable state. But it becomes an individual need for each person to learn how to take the initiative in his learning.

I think that there is an organizational need of this sort, too. Let's see if I can conceptualize it clearly enough. It's been coming to my mind only fairly recently. Organizations typically have thought of their training function, their personnel development or human resources development function, as consisting of what the training department or the staff development department does in the way of seminars, courses, institutes, workshops, and so on. In other words, if I walk into a typical organization and ask, "What human resources development is going on in your company?" they'll point to a chart on the wall of the director of training that lists all of the activities that the training department is putting on. Then, if I ask them, "What other resources for learning are there in your company?" it draws a long pause and sort of throws them for a loop. Sometimes a person will say another resource is all of the supervisory and management personnel in the company. The traditional managers think the function of their supervisors and managers is to control subordinates, not to develop them. There's a whole new area of supervisory and management development that is just beginning to be perceived as needed, namely to teach supervisors how to be people developers as well as product or service producers. Then another source that they often think of after long embarrassing pauses is the resources of their peers, the people who are working side by side who can help each other learn, if there are appropriate strategies or mechanisms for that happening. It just doesn't happen automatically. Certainly the daily experience of each individual is a resource for learning, if it's analyzed. But it's not a resource for learning if it's not looked at analytically. Certainly many resources are out in the environment around the organization, in the community or in other organizations. When I challenge the management of an organization to start thinking of that organization as a system of learning resources, all sorts of things start going around in their minds and all sorts of new ideas start flowing about what the organization ought to be doing--different kinds of supervisory training, a different way of organizing learning plans.

Many corporations and other institutions are going heavily into contract learning, which is a way of helping each individual identify needs for learning, and then translate those into learning objectives, and then to identify the available resources of all sorts, and then to make use of the resources, and then collect evidence of the extent to which the objectives were accomplished. The learning contract is a vehicle for mobilizing and making accessible to the individual all of these rich varieties of resources. Well, this is one of the points that Don Schon makes very strongly--that if society is to survive through the 21st century, it's going to have to think of all social institutions as learning communities and it's going to have to organize ways for these learning communities to facilitate the learning and the constant renewal, the constant change, of all the personnel that the organization has responsibility for. Well, I think that those are the main ideas about learning about needs, assessing learning needs, that I'd like to take the time now to pull out, and fortunately it's about 8:30--the time that I'd suggested that we have a a break because I'm beginning to have withdrawal symptoms. So why don't we take a ten-minute break and then get back together and you ask me questions.

Q: "How can we go about helping adults make a transition from passive teacher-directed learners to active initiative-taking self-directed learners?"

A: At the simplest level the students that I have who are working in community colleges and colleges are experimenting with getting up special projects as part of their regular curriculum or their regular course. And instead of saying to the students here is your project--do it, saying to the students, "Each of you has a responsibility for developing a proposal to me regarding something you'd like to learn more deeply or more personally about the content of this course, within the content of this course, and come up to me with a plan for learning." Some of my students are making that be the precondition for getting an A. You know, if they don't do it, a special project, the highest they can

get is a B. Even if they pass all their exams, if you want an A you still have to come up with a project that is your project that builds on your unique interests, strengths, career goals, etc. And they're finding that the students are not thrown by this. They may say well that's a lot of extra work, but then they start at least to develop the skills of formulating their own goals and identifying appropriate resources and carrying out the strategies. A more comprehensive way of doing this is to build into the front end of each learning experience, each course, what I think of as a learning-to-learn module. For example, in all my courses I devote the first session (we have 15 weeks with 3 hours per week) to examining what learning is. I do a lot of this by defining our relationships, defining our roles, by introducing myself as a facilitator of their learning. I make it a point that I view learning to be a process that takes place inside the learner, an internal process within the learner, and that it is my function to facilitate that process. So I see myself primarily as a facilitator of their learning, but also as a resource person too. I take some time to make it clear what I perceive my resources to be and not to be. Now that tends to produce some anxiety and some resistance. You have to be able to tolerate students who think that you're not earning your money. In fact, in the early days when I was doing this kind of experiment, I frequently had students come up to me and say "Dr. Knowles, Malcolm I paid \$150 tuition for you to teach me something and you're not teaching anything?" And at that point the only thing I had to answer was "Well, are you learning anything?" And that would cause them to take a deep breath and think for a minute.

Before I left Boston University in 1974, maybe 5 or 6 years before I left, a group of students came up to me at the end of spring semester and said, "Malcom, we have been looking back at our experience in your program here and all agree that we did not have a good preparation for what we then had to do. We were plunged into the andragogical water without adequate preparation. Would you be willing to go off into the wilderness with us for a couple of days for a retreat and brainstorm with us on how incoming students to your program might be better prepared for taking that degree of responsibility for their own learning?" They made the point that they really hadn't gotten on to it until maybe they were half-way through. And so we did. We came up with a three-hour module on how to learn--how to be a self-directed learner. The four components to that module were: first of all a cognitive map (they'd learned the jargon so this is what they wanted to call it), the idea of, the rationale for self-directed learning, what it is, what it involves, what are the differences in skills required by the self-directed learner in contrast to a teacher-directed learner. If you want me to give you the details of those skills later I will. The way I did this was to develop a little paper on self-directed learning assumptions, and then had them dialogue with me about it--had them read it and then answer questions about what it contained. The second component was what I call a relationship-building and resource-identification exercise. Here I put the people into small groups to share these things among themselves, just within their group: (1) something about their "whats"--their position, or work, or background. In Martin Buber's terms their "its." Typically, this is the only relationship students have, an it-it relationship among themselves, and between them and their teacher. (2) Then secondly, I asked them to share something that would help their peers to see them as unique human beings--something about their humanness, so as to establish I-Thou relationships. Here I give them a demonstration. I talk about my bola tie, which in North Carolina and Boston makes me unique. Now I can't use this when I come into New Mexico or Arizona--how I collect bola ties and wear them. I point out that there is mystical symbolism connected with many of them--that I have a Zuni sun goddess I wear when I want the sun to shine, a Hopi thunderbird that I wear when I want the rain to come, and a Navajo fertility symbol that I wear on Saturday nights. It gives them an example of what I mean by unique human being. (3) Then I also ask them to share what resources each one is bringing to this particular activity that's relevant to this activity--previous training and previous experience that will be useful for others to know about so they can make use of it. (4) And then finally, I ask them to identify and to share any particular problems, concerns,

or interests that they have vis-a-vis the content of this course. In other words, where are they coming from in terms of their curiosity or expectations regarding this particular course. Then I simply retrieve these data by having people raise their hands as I did with you in terms of the settings you come from, what roles you play there, and so on. (For my individual courses, when I only have a three-hour opening session and other things have to be done, I'll condense that module down to an hour and a half. In other words, the first hour and a half of every course I teach has these components to some degree.)

Every entering group of students was asked to come in a couple of days before classes start to go through this three-hour module as a preparation for starting to take our courses. Many nontraditional study programs and external degree programs have built this kind of thing into the orientation sessions that they have. The only thing that they come to campus for is this orientation on how to be a self-directed learner. I've done a lot of workshops for both students and teachers with these external degree programs. In 1975, I pulled together all the little essays and exercises that I'd developed into a little book called Self-Directed Learning: A Guide for the Learners and Teachers.

NEEDS ASSESSMENT STRATEGIES AND TECHNIQUES

Malcolm S. Knowles

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"Marketing and Promotion Strategies and Techniques"

This evening I'm going to talk about offering continuing education by addressing four questions: what it's like now, why it's that way, what it might be like or could be, and how it should be done.

First, I'm going to talk about what it's like now. Those of you who are colleagues in the field of adult and continuing education know all too well that this field has been the step-child of education for all too long. It finally has come of age. It has come of age to the point where now it's not only self-supporting but it's also supporting many of the other areas of higher education. There are many institutions of higher education across the United States that would be out of business today if it were not for their continuing education arm. In fact, there are many institutions that are increasingly turning to continuing education to support some of the other programs that they have. The truth of the matter is that adult and continuing education is booming. It's big business. And from all indications, it will continue to grow and expand well into the 21st century. Depending on who is counting, this year there are probably between 25 and 60 million adults who are actively engaged in some form of adult and continuing education. That's in addition to what Allen Tough would call self-directed learners. That's a lot of people. This trend will continue.

As a result, many of our colleagues are becoming very complacent; they have accepted the attitude that people are breaking the doors down to take courses in adult and continuing education and, indeed, in many places they are. Coupled with that is the phenomenon that many state legislatures are beginning to mandate continuing education as one of the conditions for relicensure in many of the professions. There isn't a state in the Union that already does not have existing legislation mandating continuing education in a number of professions. And probably some time in the next decade most of the professions will have some form of relicensure with a condition of continuing education. Many of our colleagues in continuing education can see the cash register ringing with all these students coming in to pursue continuing education in their professions as well as in the leisure activity area, sit back and say "We don't have to do anything to market our program because it will continue to do well." The fact of the matter is that the most successful adult and continuing education programs are those that go after their clients. But, even if the clients kept pounding on the doors to come in, how long will that last? There are many people in continuing education who say, "After all we're educators, not business people. We don't want to use the tactics that the business people use in marketing." Read that, "They use dirty tricks." That's what they say. There are many people in the business world who have more integrity than some educators. The tactics they use are proven tactics which produce. Would that more educators used businesslike tactics. Besides that, more and more of our educational institutions are big businesses even though they don't like to be called that. Some of our colleagues think there is a certain distaste to using the technique of big business. Let them know that like big business, they, the continuing educators, will be out of business, unless they use the marketing techniques that business has developed. You see, marketing continuing education, is not really for the sake of solvency. As I see it, we are coming to the point where it's going to be very much a question of survival. If business and industrial complexes go bankrupt because they have failed to observe their marketing, so too will educational institutions eventually go out of business because they failed to respond to client needs. They also

fail to serve their clients adequately. "Marketing and all the attendant Madison Avenue techniques, when appropriately utilized, can be one of the finest means available to us for the advancement--the growth and progress--of continuing education." That's a statement made by Phillip Frandson, Director of Continuing Education at UCLA. He knows what he's talking about because he has the largest continuing education operation in the world. By every measure, he's a success in his program. He is an example of one who uses the most refined tools that the marketing people can give us. A couple of months ago the Wall Street Journal (Dec. 26, 1978) carried a front page lead article whose headline read, "Its Monopoly Eroding, AT&T Begins to Learn the Art of Marketing." Ma Bell has launched a vigorous program of actively marketing their products. Now if Ma Bell thinks it is important enough to go out and actively try to get more people involved in some of the services AT&T gives in selling the new kinds of telephones because its market is threatened by erosion, who are we, adult and continuing educators, to think that we can sit back complacently and not go out after clients. Two of our colleagues in university extension recently made a statement that deserves attention. They said:

"The marketing culture today more than ever before needs to be fully understood and practiced by extension administrators. They need to become master craftsmen of marketing techniques in order to effectively manage the transactions they are responsible for. This is becoming more essential as the external pressures increase in the extension environment. For example, the fluctuations of Federal funds, the push for accountability, the growing demands for educational opportunities from extension's publics, and the entry of many private organizations into the extension's field."

(Buchanan and Barkdale, 1974, p. 44-45)

Even if we were to concede, for the moment, that the demands for adult and continuing education will continue to escalate in the near future, we would be tapping only a small segment of the potential market. There are many more adults who have not participated in adult/continuing education at all, but who would do so if we marketed effectively. I'm fully aware of what Allen Tough told you some weeks back--that practically every adult is involved in some type of self-directed learning. Would that we had more people doing more of it. However, many individuals still participate in adult and continuing education under institutional auspices.

I am not advocating that we do away with institutional programs because some people prefer that kind of continuing education for a variety of reasons. There are some things that you cannot do in self-directed learning. I don't know how you would give a course on group dynamics as a self-directed learner. I suppose some people would try to do it. (I had a colleague when I was teaching film and television criticism some years ago at another institution, who never showed a film the entire year.) There will be some people who will be self-directed learners and in addition will participate in institutional programs. All of us at some time feel a need for that kind of participative arrangement in addition to self-directed learning. I am saying that enough people are not participating in adult/continuing education programs. There are many people in our society who should be participating but are not doing so because we have failed them. When I say "we," I mean adult educators. I'm talking about the educational institutions and about society in general.

All the participation studies on adult education show conclusively that there is a definite kind of person who participates in such programs. Every study that I've seen in the last 15 years shows without exception that people who come from the higher socioeconomic strata are the ones who are most likely to participate in adult and continuing education. In a sense, we are educating the educated. (I'm using the word educated here to mean schooled.) What we are doing with many of our continuing education programs is catering

to the middle class. We are catering to those who would come to us if we did no marketing. I like the quotation that's on my desk from Aldous Huxley, and it's there to keep me on my toes and it says, "It is not very difficult to persuade people to do what they are all longing to do." Many of my colleagues don't like me because I'm their conscience. Whenever I meet one of my colleagues in continuing education, I usually ask two things: First, "What are you doing about your own continuing education?" And second, "What type of programs are you running in your continuing education program?" Invariably I get a typical response to the second question from those who are programming in continuing education: "I must be doing something right, I'm packing them in semester after semester." "How do you know, you're doing something right?" "Well, the numbers show it." What the numbers indicate is that there are people out there who are responding to what is offered. It doesn't necessarily mean that's what they want. They come because that's all that's available. There is no guarantee that their needs are being met.

Marketing, according to some people in the field, is more than just selling and promoting programs. Marketing means that we reach out to meet the needs of our clients and potential clients. But we are not reaching a large segment of the population that we should be reaching. All the studies show us quite conclusively that we have failed to draw into our programs those who are from the lower socioeconomic strata, and we're not doing much to attract them. Do you know why? Here's one reason offered by Bob Burrett from UCLA. He says, "Being self-supporting skews the audience. Large numbers are from high income areas. We can tell by their zip codes. We would like to bring science and literacy to the disadvantaged, for example, but it's difficult because they have no money. We would also like to do some small, interesting courses; but there are not enough people who would come. The bottom line prevents us from meeting the continuing education needs of some segments of society." (Watkins, 1976, p. 9) That's a sad commentary. You see marketing is not all selling and advertising. Someone said that marketing reflects the concept that the successful organization is one that is fully responsible to its clientele. I submit that continuing educators are not fully responsible to their clientele, and I am as much to blame as my colleagues.

In order to get an understanding of why it is that the people from the lower socioeconomic strata are not coming to adult and continuing education we must look at what constitutes barriers to their participation. We are very fortunate because there have been a number of studies in recent years that have addressed this issue. One of them was a doctoral student at the University of Chicago by the name of Dao. The Educational Testing Service did a national study looking at this, and the State of New York did a regional study two years ago. When you look at all these studies and put them together, you can crystallize all the reasons, all the barriers to participation, particularly by the people I'm talking about, into three general categories. The first of these I would label the institutional barriers. These represent those elements over which the institution has direct control even though some of these elements may go beyond the institution. For example, the cost of courses, the lack of adaptation to an individual's special study situation, lack of relevant courses, lack of adequate parking facilities, indifference to problems of adult learners--such as, child care, lack of awareness, and poor public transportation facilities. These are the barriers for which the institution is responsible.

The second category includes personal barriers. These are the ones that an individual sets up for him or herself. Some of these are of the individual's making whereas others are contributed by outside factors. Incidentally, these factors overlap to some extent so that some barriers are not only institutional but also personal and social. Here are some examples of personal barriers: lack of time, lack of self-confidence, lack of interest towards education in general (what I call the Archie Bunker syndrome), lack of money, lack of access, lack of support services, family constraints, and so on.

Thirdly, there are social barriers. These are those elements which stem primarily from societal forces and pressures. Here are some examples: peer attitude toward adult learning, unsuitable working hours, transportation difficulties, economic constraints, need for child care, and so on. I suggest that if we could overcome some of these barriers or help people overcome them, we would increase dramatically the participation on the part of those adults who need that participation the most, and who are probably getting the least.

In a sense, marketing continuing education is motivating people. I'm well aware that you really don't motivate someone because that's inner-directed, coming from within the individual. However, one can motivate people by removing the barriers and by setting up the environment and the climate in such a way that people are more liable to participate. It means, in a sense, that we strengthen a person's awareness of what is being offered as well as the features of what we have to give. And believe me, we are not doing that enough. Go to any community where there is an adult and continuing education program and stop the first 10 people on the street, and half of them don't know that the program exists or what that program offers.

One of the individuals who is probably the best qualified to talk about the business of promoting and marketing is John O'Toole, who heads one of the best known agencies. He says: "You must gain the eyes of the people you want to reach or you haven't a chance of winning their minds." If you don't get to potential participants in some way and make them aware of what's happening, there's no way that they will participate.

The studies on participation and motivation of adult learners taken together give us a long list of reasons why people attend. When you boil them all down, you will find that convenience is the single most important aspect of why people attend a given course or program. Convenience of time, convenience of location, convenience of cost, and convenience of transportation are more important to most adults than the existence of a first-choice subject. Many adults will settle for a second choice as long as it is available conveniently. Someone in Boston who runs a highly successful continuing education program has told me on numerous occasions the reason his program is so successful is because it is accessible by public transportation. His institution is on the subway line and has one of the largest parking facilities of any educational institution in the State of Massachusetts. And every year when he does an evaluation survey the respondents say that parking and accessibility are the main reasons they attend that institution.

When you market continuing education, you have to be original, creative, imaginative, and flexible. This means you have to monitor and evaluate your offerings all the time. You have to have the courage to add new programs but more so the courage to cut out old programs. There was a study done of 90 universities which showed that while 86 percent of the continuing education administrators routinely added new programs and new courses, only 68 percent ever considered eliminating old courses from the program.

I want to be very practical in suggesting to you ways in which you can improve your adult and continuing education marketing program. I want to do this by addressing that which will bring the people in. I'm talking about motivation. I presume that you have a high-quality program. After all, that's the most important element in any program--you have to have a good product. So I'm presuming you have a good product, which you have established on the basis of some needs analysis, and that you have competent people to offer it. How are you going to get participants? You will get a certain percentage of people who are hungry for learning, and will come knocking on your door. And if you have been in business for any period of time, with any degree of success, chances are that 40 to 50 percent of the people who come are repeaters as has been the experience of most adult

continuing education programs. But, you still haven't attracted those from the lower socioeconomic status, however. It may be because you have not appealed to the right motives. Many years ago I came across a list used by Madison Avenue advertising agencies to motivate buyers. The list was called "The Nine Subconscious Desires." The first subconscious desire on the list is emotional security. There isn't a one of us here who would admit that we don't want to be secure emotionally. In our society we almost reverence this idea of emotional security. One of the worst things that we tell someone is that they're insecure, especially emotionally. It's almost a crime in the minds of many people. We will do anything for emotional security, but we won't admit it--that's why it's called a "subconscious" desire. If we could admit it to ourselves, we'd be home free or most of the way there. All you have to do is to appeal to people who have this emotional security need more than anything else, and chances are good that you will attract them.

The second subconscious desire is called "the recognition of efforts/the reassurance of worth." A pat on the back, a job well done, awards, rewards--that's what it means. People who work with juvenile delinquents tell me that most of the youths who get involved in crime do so because they hunger for some type of notice. They are the products of a society that has put them down--both parents and teachers wittingly or unwittingly have crushed whatever dignity they feel or whatever worth they have. Phrases like "You're no good," "You're stupid," "You never do anything right" -- have created in these youngsters a conviction that they are indeed, worthless. To get their face on television or their picture on the front page of the newspaper in whatever way is worth it because finally they are recognized. It's a pity that youngsters must go to that extreme to get recognition.

The third subconscious desire is "creative outlets." That means to be gods, to create, to make things, to be artists. So many people live in a humdrum routine kind of a world that they really haven't any opportunity to express themselves. Many adult education programs have a large number of offerings called arts and crafts precisely because adults hunger for them. A lot of people in universities--the intellectual snobs--look down on what they call artsy crafts things. One of the most noble things a human being can do is to create something, but we don't have too much opportunity for that. I remember reading a book a generation ago (which is a nice way of saying 30 years ago) called The Making of a Moron. It was a serious sociological piece of research by a young man in New Zealand who studied people working on the assembly line. Please notice I'm talking about 30 years ago, before unions took over in New Zealand when the work day consisted of a 10-hour day, six days a week. The researcher studied men who stood on the assembly line doing the same thing, such as tightening one bolt 10 hours a day, 6 days a week. He wondered what makes that kind of person tick? What makes him keep his sanity? As he went from factory to factory observing these men, he noticed that when the whistle blew at the end of the day (when it was their time and not company time) the men would fight for the brooms and brushes to sweep up the floor. He couldn't understand this at first. Slowly, he came to the conclusion that that was the only creative outlet they had all day long. That in sweeping the floor, they were artists! An artist, by his definition, is one who brings order out of chaos. And then he had a parenthesis (ladies, forgive him; he was a man of his time), saying, that's why women who are merely housewives get such satisfaction out of cleaning out a closet. Creative outlets. Those of you who have had the privilege of working with older adults (I use that word to mean people who are in the upper stages of life development) may have observed how they flock to creative outlet programs. It may be because they worked so hard to take care of their children--us--to give us the opportunities that they were denied, that they had very little opportunity for creative outlets. Now, in their declining years, finally they have an opportunity to take care of their own needs which they do through arts and crafts programs.

The fourth subconscious desire is a "sense of personal power." We hate to admit that. There are many people who are driven by power, don't recognize it, surely will never admit it, but it's there. We express it as dominance over children, spouse, students, faculty, whatever.

The fifth subconscious desire is a "sense of roots, belonging somewhere." Roots did that well. We're still on the nostalgia kick in this country. We still want to have roots, we want to belong somewhere and that's why all the television programs and films of the 50's and 60's are in vogue. This country does not have such a long tradition, therefore, we're hungering for roots. There's a big business capitalizing on that hunger for roots selling your family crest and coat of arms.

The sixth subconscious desire is "immortality." University presidents know this one well. It goes like this: When a university needs an extension to the library the president looks for someone with lots of money and puts out an invitation: "How would you like to become immortal? For \$3½ million your name will be emblazoned forever on the library." So the individual donates \$3½ million. In due course the donor dies, also in due course the library is too small and needs another addition. Suddenly the immortality of the previous donor is short lived. The current craze for getting one's name into the Guinness "Book of Records" is another example of individuals seeking immortality. We all hunger for immortality in different ways. We want to live on forever. Some of us will be infamous rather than famous but we want to live on.

The seventh is "ego gratification." You can spell that out anyway you want--it all comes out to the same thing--satisfying myself. Some of us may suffer from an overinflated ego; we believe in ourselves, maybe more than we have a right, but what a nice, comfortable feeling it is to take care of yourself.

The eighth subconscious desire is "love in all its forms." The word love appears in more song titles than any other word in the language. That's not by accident, because love is what literally makes the world go round. And I'm saying love in all its forms, however you define love. We were made to love and be loved and that's a fulfillment of life. There are so many people that feel loveless that we have an opportunity to provide for that desire through our programs, and we are not doing it. I'm afraid that too many of our institutions provide people with information from the eyebrows up and neglect people from the eyebrows down. They're intellectual, cerebral, cognitive, but they forget that it's the heart that makes most of us do what we do.

The last subconscious desire is "new experiences." We get tired of doing the same thing over and over again, no matter how good it may be. I am constantly amazed at people who tell me, "I found a new restarurant--boy is it terrific. The food is good, and the service is excellent." And the next time they go out to dine they look for a new restaurant!

These are the nine subconscious desires. These are the elements that make every one of us do what we do. Some of these desires are more prominent in one individual than in another, but when we take people collectively, these nine desires account for all their actions. If you want to own a human being, if you want to manipulate somebody, all you have to do is find out which ones of these desires are their principal subconscious desires and you'll have them eating out of the palm of your hand. I'm not suggesting that we "manipulate" people or "use" them for our own purposes, but surely we can use these nine subconscious desires in our marketing of programs.

Those of you who are engaged in marketing continuing education would do well to conduct an audit by asking yourself pointed questions such as the following:

Do you have a well-formulated marketing objective? Do you have an organized plan for marketing? Do you have and do you follow some kind of control evaluation procedure for your marketing? Do you know who are your markets? Do you know the separate segments of those markets? Do you know what those segment sizes are now and what they will be in the future? Do you know who your competition is? Do you know what future trends they're taking? Do you add new courses and drop old ones based on a needs assessment and evaluation? Do you know what effect your current tuition charges have on registrations and what effect a change in price might have? Do you have any idea what a change in location for some of your programs would have on registration? Do you know whether your services are adequate? Do you know whether you're spending the right amount, too much, or too little on advertising your program? Do you know how effective the media you use for advertising are? Do you know whether your fees and the copy that you use for your advertising are effective? Do you have an effective publicity program? Those are some of the questions you would ask yourself on a marketing audit. There was a study done at Stanford University six years ago, which looked at the marketing procedures of a sample of institutions around the United States. The suggestions they made at the conclusions of that study are these:

They said that the promotional staffs of continuing education are not active enough in developing programs. They said that they let other people develop the programs for them.

They suggested that continuing educators depart from the conventional formats that are often used.

A lot of people are afraid to do that; but once they try it, the success that results is stupendous. Many have tried new and imaginative approaches with good results. Here are some examples:

Here is a button that one continuing education center produced and sends to everyone who registers with free publicity wherever they are worn.

Matchbook covers bring in millions of enrollments, mostly by correspondence schools.

Here's a phonograph disc that is sent to television and radio stations to play as a public service.

Here's a brief 8 mm film strip in color with a pocket viewer that is mailed as a promotional piece.

Using a postal card with a picture of the institution on it one person tells me brings in additional hundreds of people.

One of our colleagues now does all the registration for continuing education at one of the largest shopping malls in the county. They set up a booth and do all the registration there with a 50 percent increase in registrations.

The Stanford study also said that the promotional staffs should be less intuitive and more empirical. They said that you shouldn't just go on hunches, but you should do your homework. You should look at the data from your evaluation. They also suggested that person-oriented campaigns can reach people who are otherwise unreachable. Sending people out into the community to talk to those that ordinarily wouldn't come--such as migrant workers and minorities. They're the ones who would be attracted by the personal approach and outreach program.

Let me try to put together in summary fashion what I've been trying to tell you here this evening. The first thing is that adult and continuing educators are not doing nearly enough to promote their programs, to market them the way they ought. I tried to point out that there is a vast population of adults who have not participated in any kind of adult and continuing education but who are ready if we try to reach them using the available tools of marketing that are at our disposal. I tried to point out that there are ways of attracting them: one, by removing the barriers that prevent them from coming, and secondly, by appealing to their needs and desires.

Perhaps the most important ingredient in marketing continuing education is the belief and the conviction that what we're making a tremendously important contribution to our society; that continuing education, to a large extent, is going to alleviate many of the injustices that have been perpetrated by our society; that the millions of adults who have been deprived of our educational system for whatever reason will be given that opportunity. For some, continuing education will be the last chance of getting back into the mainstream of society, and maybe the only way that they will be able to get back. If you have that conviction and faith in what you are doing, you will expend the kind of energy that is required in marketing continuing education programs. Then you and I will be proud of the contributions we're making to our society.

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The Marketing Mix

I PRODUCT

- A. Strategies for Analysis
- B. Product Stages
 - 1. Product Addition
 - 2. Product Modification
 - 3. Product Elimination

II PRICE

- A. Goals in Pricing
 - 1. Profit Maximization
 - 2. Cost Recovery
 - 3. Market Incentivization
 - 4. Market Disincentivization
- B. Kinds
 - 1. Cost-oriented Pricing
 - 2. Demand-oriented Pricing
 - 3. Competition-oriented Pricing

III PLACE/DISTRIBUTION

IV PROMOTION

- A. Advertising
 - 1. Objectives
 - 2. Budget
 - 3. Copy Development
 - 4. Media Selection
 - 5. Evaluation
- B. Publicity
- C. Personal Contact
- D. Incentives
- E. Atmospherics

MARKETING AND PROMOTIONS STRATEGIES AND TECHNIQUES

Stanley Grabowski

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"Competency-Based Instruction for Adults"

This evening we are going to be discussing and exchanging ideas about the process of competency-based education. Competency-based education is an organized educational process which clearly and specifically identifies expected performance outcomes in terms of competencies and describes the method through which these competencies may be developed, assessed and demonstrated in real-life settings and roles. It is an organized system of instruction and assessment directly related to performance outcomes which are necessary for successful functioning in life. Let me repeat the definition of competency-based education. Competency-based education is a process in which we define the performance outcomes we want the learner to demonstrate. We know how the learner can achieve the necessary level of performance and we know how to measure the identified performance outcomes.

Before we get into the specifics of competency-based programming, I would like to discuss the common aspects of the competency-based process as shared by adult basic education, higher education, business and industry, the Armed Services and health occupations.

First of all, competencies must be identified. Identification of competencies or outcomes is determined by a plan based on life roles and settings. They are stated in clear and specific terms which are easily understood by the educator, advisor, assessor and student. A competency integrates skills, knowledge and understanding as they apply to real-life activities. For example, an anticipated outcome within an instructional setting may be that the student read an article and explain the main idea. That is a skill. If that skill is applied and integrated into tasks which are required in a life role or everyday situation, that would be a competency. The competency may be that the student will investigate and identify those occupations which would be appropriate for him/her. In order to obtain information on occupations the student would read descriptions of jobs and apply multiple reading skills. Therefore the skills necessary to read and obtain information from the articles are integrated into the competency.

In addition to defining and developing competency statements, specific performance indicators need to be identified. The performance indicator specifies the steps, often skills and knowledge, necessary to demonstrate the competency. The competency is: a person will solve a problem given a set of circumstances. In order to do this he must define the problem, state three alternative solutions, develop strategies for arriving at the solutions, give the consequences of each alternative solution, and choose and defend one solution. These are the performance indicators. Now let's take this competency and these performance indicators and apply them to a real-life situation. You have been billed for a dress that you never received. The company insists that the dress was delivered. The company claims they have your signature on a C.O.D. receipt. That is the problem, what do you do? What approaches can you take? What skills are needed? Within a competency-based adult education program, the student who can successfully solve the problem, can identify and develop strategies for arriving at solutions, state the consequences, choose and defend one solution, is the student who has mastered the competency.

Once competencies are developed and performance indicators are identified, you need to establish situations in which the competencies can be measured through actual demonstration. Competency-based education focuses on the demonstration of competencies as applied to real-life situations.

Another common aspect shared by competency-based education programs is open communication. There must be open communication established between the advisor in the competency program and the student. The student must know exactly what competencies are going to be required and where s/he stands in relation to those competencies. Students are made fully aware of the competencies developed in the program and required to complete the program. Diagnostic procedures are used to identify the skills and knowledge already developed by the student as well as those undeveloped, such as an inventory asking an individual to react to the competencies that will be assessed, specifically stating whether they think they have developed these competencies or not. Diagnosis can also be done through interviews, or by just requesting the person write about experiences relating to the competencies. Paper and pencil, standardized tests are used as well as teacher-made tests. This gives the educator as well as the student an idea of what has been and what needs to be developed. The next step is to match the student's deficient skills and competencies with available instructional resources.

If instruction is needed, it is provided. If the program does not directly offer instruction, available community resource people, materials and educational programs are used as the basis through which a person can develop competencies. Instruction is based on the competency required.

Competencies must be based on identified needs; that is, the felt needs of students as well as those needs identified by experts in that area. The gap between what the student perceives he/she needs and what the experts claim he/she needs, must be dealt with. For example, let's look at the student who comes into a high school completion program to earn a diploma because she wants to become a doctor. She is 45 years old. She wants to become a doctor because her daughter is in medical school and thinks it would be interesting. This is an unrealistic goal for this woman but the objective of the program is to build in the person's future plans, goals and needs. Her need and interest is to work with scientific information and to help people through medicine. In the process of advising the individual, the program advisor helps the student discover for herself that becoming a doctor is unrealistic. She then investigates other alternative occupations related to the medical field which require similar skills and are more attainable. In order for the student to make a real investment in the educational program, her felt needs had to be recognized and included into a realistic program of study.

Competency-based programs must be flexible. The competencies taught must reflect what is current in our society. Our society is constantly changing socially, economically and technologically. The influence of these changes should be built into the fluidity of the competency-based program. The educational program should experience continuous assessment and reassessment to determine the appropriateness of competencies developed and assessed.

Characteristics of competency-based education are flexible scheduling and self-pacing. The student decides when they will work on their instructional programs and when they will be assessed for the acquisition of the required competencies. The staff must also be flexible in terms of instructional methodology, instructional materials and student needs. Instructors and advisors should be equipped to respond to varying learning styles and preferences.

Competency-based instruction is not confined to the classroom. The ultimate goal of competency-based education is the development of skills and knowledge necessary to demonstrate performance outcomes. This can be achieved anywhere: through working with family members; the lady next door; working with a small group in the library; in a learning center or on the job. It's flexible.

A competency-based program must be developed with the involvement of the staff and administration. There must be support for this type of programming and the desire to buy-in as an active participant. The initial steps involved in planning the program are the most demanding. You begin by identifying the learning needs of your clients. You then collect materials that have already been developed in the area you are working, analyze the information and apply it most appropriately to your local needs.

The final component within a competency-based program is the area of certification. We have seen from a number of competency-based basic skills programs and in-service training programs that certification is critical. It is necessary for the involvement and commitment of adults. There must be some type of recognition for the learning accomplished. This can be done through CEU's, high school or college credit or some type of certification or diploma.

Where are we at now? What I'd like to do now is focus on the direction of adult basic education, high school completion, and adult high schools.

In the early 70's the U.S. Office of Education funded the University of Texas at Austin to define literacy. This was called the Adult Performance Level Study. They identified literacy as a functional competence. Functional competence pertains to certain knowledge areas and basic skills as they relate to the roles of adults.

If you will look at one of the handouts that you received, it identifies the APL objectives as 65 competencies adults need to function in our society. The very last page of the handout will give you an idea of the five knowledge areas and skill areas that are referred to. Each knowledge and skill area is not dealt with in isolation. They are cross-referenced. The five knowledge areas are: Consumer Economics, Occupational Knowledge, Health, Community Resources, and Government and Law. The basic skills are reading, writing, speaking, listening, computation, and problem-solving. What the APL staff has said in regard to functional literacy is that in order for a person to be functionally competent they must be able to apply basic skills to each knowledge area. To get the most out of a job application or want-ad the person must not only be able to read but must have an understanding of the vocabulary pertaining to occupations, occupational abbreviations, the purpose of these forms, how this can affect job selection, etc. They must be able to read prescriptions and to understand prescriptions. They must be able to understand the different ways of using credit, the advantage and disadvantages of certain types of loans, etc. Those are practical competencies in the life skills area.

Now that functional literacy was defined within five content and skill areas, the next step was to find out where the American population was in respect to these competencies. A test was developed and administered to 1537 adults throughout the United States. This test specifically reflected the 65 APL competencies. It was administered as a paper and pencil or oral test. What occurred as a result of the APL testing was that nearly 50 percent of the population of the United States was identified as functionally incompetent. The people that took the test, you must understand, were individuals who ranged from ages of 18 to 55, represented various occupations, multiple educational levels and varying incomes. They were not just ABE or GED students.

As a result of the claims of this study a number of questions were raised regarding the validity and reliability of the test itself.

Ron Cervero, a doctoral student at the University of Chicago began to question the uniqueness of the APL test items as compared to the basic skills tested in existing paper and pencil tests. Are the test items pertaining to the various content areas actually testing unique competencies? What distinct skills are actually tested through the APL test? In the Cervero study a factor analysis technique was applied to identify the psychological separateness of the skills tested in each of the test items. Within the APL test, the five knowledge areas (occupational knowledge, community resources, consumer education, health, the government and law) as well as the skill areas (reading, writing, computation and problem solving) were represented. The only items that demanded psychologically distinct skills, psychologically distinct functions, were the skills of writing, computation, and reading. There were no significant psychological distinctions in the area of problem-solving or in any of the content areas. So essentially what the APL test identified based on Cervero's study were those people who cannot read, write or compute. These are also the people who appear to be functioning on the most deficient levels.

Now that raises the question of why are we implementing the APL competencies in our programs? The national thrust in adult education has been to implement specific curriculum based on the APL study. Essentially what we've been talking about for years in adult basic education and high school completion is the development of the basic skills through areas of interest, areas that are relevant to adult functioning. The problem with the claims of the APL study is basically that the lack of functional competence of approximately 50% of the nation's adults is based primarily on the fact that they have deficiencies in reading, writing and computing rather than in the application of these skills to knowledge areas. As a result of this study we are still unsure of the actual deficiencies in adult functional competence. The premise of emphasizing programming based on specific areas of knowledge rather than on the development of basic skills may be unfounded. As a matter of fact, there have been several programs such as the ones in Louisiana, Massachusetts, and Plainfield, New Jersey, which have shown that basic skills can very successfully be taught through knowledge areas such as the APL areas. The primary area of development though, is in basic skills rather than functional competencies. The APL study has provided the impetus to look closely at what adults need to learn and how to teach to these needs. It is evident that we must expand our awareness of real adult needs in basic skills and processes - communication, computation, problem solving, interpersonal relations, self-direction, goal-setting, problem-solving - as well as how these skills and processes apply to everyday living.

The emphasis of curriculum based on APL has placed the priority of instruction on content rather than skill. The instructional sequence is based on the content/knowledge area identified. The basic skills are taught through the knowledge area where applicable. Unfortunately the basic skill sequence is lost. One of the greatest difficulties in developing CBE materials based on APL and instructing content areas rather than basic skill is in retaining the logical sequence of basic skill development. We have a long way to go before we have mastered the development of curriculum and methods pertaining to competency-based education.

One other program I'd like to present which has developed out of competency-based adult education is the external high school diploma. Essentially the external high school diploma programs are being conducted in New York, Oregon, California, Texas, Massachusetts and New Jersey. The first external high school diploma program was developed in New York through the Regional Learning Service of Syracuse University. Now, an external high school diploma is awarded based on minimum competencies that have been identified and demonstrated resulting in the award of a local high school diploma. The New York program began with a team of 14 individuals who were primarily educators with backgrounds in secondary and adult

education, curriculum development, and writing goals and objectives, who worked to identify competencies they felt necessary for adult functioning. This team then disseminated the competencies they had identified to unions, schools, business, labor, industry, and social agencies, for feedback on their appropriateness for adults. They collected the feedback and ultimately decided on 64 competencies that an adult must have in order to prove functional competence and earn a diploma. The New York program provides the assessment of these competencies and the award of a diploma but does not provide instruction. They refer or broker the person to resources within the community such as adult basic education learning centers.

The assessment process that is used to demonstrate those 64 competencies consists of five tasks. For example, one of the tasks, is to move to a new location appropriate for your family and your income level. Within this task a number of specific competencies are measured. Each of the five tasks reflects part of the 64 competencies that are required. Within the 5 tasks, 3 of which are take-home and 2 of which are oral interviews, the students demonstrate the specific competencies of communication, computation, reading, writing, speaking, and listening, and the life skills of self-awareness, social awareness, consumer awareness, scientific awareness, and occupational preparedness.

In addition to demonstrating the 64 competencies within 5 tasks, an individual has to choose one of 3 specialized areas in which to show competence. They're called individualized competencies. One of the specialized areas which may be chosen is in an occupational specialty. Based on employer's testimony or on the observation of an expert in that area, that occupational expertise is verified. You may also choose to show an academic specialization. This is particularly applicable for those people who are planning to go on to college. By succeeding on the SAT exam or a college entrance exam this area of specialization is satisfied. The third is any area of specialized competence. This may apply to artistic skills or other special skills. Once those generalized tasks, and one of the individualized tasks have been demonstrated, the individual earns a local high school diploma. The program in Texas and the program in Oregon, are very similar to the New York program. The added dimension is that those programs also offer instruction.

One other program that I would like to explain to you is the external high school diploma and brokering program that we have set up in New Jersey. One of the handouts you received is entitled the "New Jersey High School Diploma Program" and describes the basic structure of the program. Adult High Schools in New Jersey have been existing since the turn of the century; and what they have traditionally been is a replication of the day school at night. X number of hours in the classroom and you can earn your high school diploma. In 1973 the legislation changed for secondary graduation requirements specifically pertaining to Adult High Schools. Immediately the Bureau of Adult Education funded a project to implement the change in the graduate requirements. Essentially the change in the graduate requirements recognized that learning can occur outside the classroom and competencies may be developed through work experience, occupational training, apprenticeships, military service, involvement in home and family, any special interest or hobby, and community service participation. Competencies may be assessed for the award of academic credit, in addition to the fact that options of independent study, mentor/tutor learning, homestudy and any method of instruction may be pursued. The Adult High School program essentially is a program that allows the students to identify and develop the competencies they need and desire. Specific standards are established by each school district. The autonomy for the development of local adult high schools lies within each school district. Each school district develops and identifies standards in the basic skills areas as well as any area the learner wants to develop competence. These competencies are demonstrated by the performance of tasks. In addition, the state requires a minimum of 10 credits in United States History. U.S. History in Adult High Schools has

been defined as a participating citizen, successful voter, successful consumer, a person who is aware of the concepts in the past that effect the social and economic development of the states. All credits within the Adult High School are awarded based on competencies that adults have acquired in the past as well as any competencies they need to develop to attain their future goals.

The key staff person in the Adult High School is the educational broker. We've established an educational brokering network in the state with approximately 300 people providing brokering services. Who are educational brokers? They are facilitators and program advisors. They are people who match the learning needs of the adult with existing educational resources in the community. Let's look at the adult who wants to develop the competencies of a good auto mechanic. He may want to study with Tom Jones, the mechanic at Phil's Service Station. Or, he may prefer to participate in the auto mechanics program at the community college or vocational school. Possibly he would prefer to work on his own or with a friend. The role of the broker is to assist the adult in identifying the available learning resources and matching these resources to the needs, goals and learning style of the adult.

During the intake process, the broker gives the adult information on all the high school completion options available within New Jersey. They have four options to choose from: the GED test, Plan I High School Equivalency which requires a transcript of 80 high school credits, 10 credits in U.S. History, Plan II High School Equivalency which requires 24 college credits and the Adult High School. The adult chooses which program best fits his or her needs.

After the adult has decided to pursue the Adult High School, the broker evokes information from the learner on previous learning experiences in the classroom as well as informal, non-classroom learning through the use of values clarification exercises, an autobiographical sketch and interviews. In addition to identifying previous learning, the adult explains his or her future plans whether it includes buying a car, deciding on a new career or securing employment, the learner's goals are built into the Adult High School program.

Within this program a person is assessed for competencies developed in the classroom and the competencies developed on their own. It's very important for the adult to be recognized for what they've accomplished on their own. It's a means of validating the person's ability. It also requires a redefinition of education and learning. For many of the adult learners, it requires a reorientation to what learning is about; that learning can take place anywhere, at any time. Basically, the Adult High School programs are developed around what the adult has learned in the past and what they want to achieve in the future.

Massachusetts has also developed a similar external high school diploma program. Rather than defining a required number of competencies, this program assesses competencies the adult has chosen to develop. The Massachusetts program does not provide any direct instruction but recommends local adult programs for the development of deficient skills.

Where do our needs still lie in competency-based education? We have begun to identify the competencies necessary to function successfully in our world through the Adult Performance Level Study, but the need for more extensive, more comprehensive research still exists. What competencies would help the adult become more independent? More self-directed? What competencies would put the adult in control of his or her life? What competencies would enable the adult to cope with the social, economic and technological changes in our society? Currently the state of California is researching the needs of their adults. Through interviews, they will be asking adults what they perceive as areas in which they need more information, more skills and which areas pose the greatest problems. More of this research is needed.

We also need to look at alternative ways adults can develop these competencies. How can we creatively and effectively utilize multiple learning situations adults have available to them every day? How can we successfully develop a methodology of instruction in competency-based education which integrates content and basic skills with affective processes? More and more programs throughout the United States are involved with investigating, developing and implementing curriculum, materials and programming in competency-based education. We need to continue a process of experimentation, and of the dissemination of these results.

In addition to focusing on content information and basic skills, we need to integrate basic process skills into competency-based programs. Often the very skills which may enable the adult to take effective action in their lives, are overlooked. I'm referring to the skills necessary to solve problems, make decisions, achieve goals and become self-directed. These are the process skills which will be relevant to the adult regardless of societal and informational changes.

COMPETENCY-BASED INSTRUCTION

Judith Klikun

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"Learning How To Learn"

Learning-how-to-learn is my favorite subject; one that I have been concerned with since I entered the field about the time of the Spanish-American War, or more specifically, in 1953. It was one of the first things that my mentor, Paul Bergevin, told me--that learning-how-to-learn is one of the most important aspects of adult education. I didn't know what he meant. In fact I didn't know much about adult education because I was learning by apprenticeship. Then, after two years, I began to get a bit of a notion about the concept and have been intrigued with it ever since. I confess that I find it a hard one to explain. You may say, "Well what am I doing here then?" Well, I keep trying, and sometimes people say they understand; then later on I find that I haven't made it very clear. It's not a simple concept. It is one of the most difficult and complex ones to understand that I have encountered in my professional life. And I'm quite willing to admit that I don't fully understand it yet myself and perhaps won't, but that makes it all the more intriguing. I've been reinforced enough by colleagues and other people who seem to know what they're doing to conclude that it is a viable and useful concept. It is certainly one that many educators and adult education leaders have endorsed. If you become sensitive to it, begin looking in the literature a bit, you will find scarcely a major figure in adult education (or youth education) who at some time or another has not said, "Yes, learning-how-to-learn is very important." "Learning-how-to-learn is an important aspect of adult education and the adult learning process."

My remarks tonight will not be greatly different from those I have expressed in the article handed out last time, which you may or may not have had a chance to look at (Adult Education, Vol. 28, No. 1, 1977). I will try to say it a little bit differently in some cases than there; and perhaps by restating it, by the process of questions, and informal give and take, we can make it a little clearer.

Perhaps some idea of what the concept is all about can be conveyed through rhetorical questions. Notice I say what the concept is about rather than what it is, because it's not easy to say exactly what it is. That word "about" reminds me of the story that you've probably heard concerning the couple who were in bed in the dead of the night. The wife woke up and said to the husband, "Wake up. There's a noise down in the dining room. Go down and see what it's about." So he staggered out of bed, put a blanket over his shoulders, (those were the days before total climate control), made his way down and looked around the dining room. He couldn't find anything and started back up the stairs. When he got to about the third step, something whisked the blanket off his shoulders. He ran back up the stairs and jumped under the covers. She said, "What was it about?" "It's about the blanket." There's no direct connection between that and the lecture.

Now, let me ask you some rather personal questions (nothing like blankets or bed covers), designed to try to objectify the learning-how-to-learn concept. Do you know how to lead a discussion, or chair a committee so that it accomplishes the group task and meets the needs of the individuals present? Do you know how to get the most from the teacher or another resource person? (I noticed that I sat around here thirty minutes and none of you came down to try to glean any of my vast wisdom from me. There were thirty minutes

wasted). Do you know your rights as a learner? Are you afraid to ask an instructor about the specific objectives of a course, and how you are going to know if you get your money's worth? In case you have a car with a cassette player, do you know where to get tapes so that you can learn while you're driving through the desert? Do you know how to get a college or an extension division to respond to an emerging need in your community? Do you know how to plan, conduct and evaluate a personal learning project. Do you know how to conduct an ERIC search? How many people here have conducted an ERIC search? How many of those who have conducted one, now know how to conduct one -- hopefully all of you. Do you know how to change gears when you're reading? I've known graduate students who were still on page 100 of the textbook by the end of the semester. They weren't dumb. They weren't unmotivated. But they didn't know how to read some things fast, some things slow, how to scan. They didn't lack basic reading skill, but they lacked the skill to read effectively for studying and learning purposes although they were perfectly literate.

Do you know how to cope with exam anxiety? Well, you probably do or you wouldn't have gotten this far in the formal educational structure, but probably some of you here wish that you could cope with it a little better and may have had second thoughts about going for a particular degree or particular program because you didn't like the way the exam requirements were to be handled. Do you know how to build a portfolio to get credit for life experience, if per chance you can find a place that will give it. Do you know how to set realistic personal learning objectives for the intended subject? Or do you tend to set objectives for yourself that either are too high or too low? Do you know how to keep a learning log? Do you know how to use the community as a resource for learning? Those are a bunch of "how" questions.

Do you have insight into the matter of when to learn? Do you know when you learn the best? Do you do like I do? I attack the difficult in the morning, the less difficult in the afternoon, and the superficial at night. That's my particular system. If I attack the difficult at night, I'm usually soon sound asleep. Have you thought about where you learn best? Will you learn some things best in the library, some at home, some with the radio on? Have you thought about whether or not you have any personal blocks to learning? For example, have you had difficulty in competitive learning situations? Do you prefer collaborative learning situations? Does your motivation tend to lag under certain conditions? Have you worked out ways of coping with those blocks, to minimize their effects and maximize your own learning strengths? And, lastly, do you know about sources of help if you have problems or you want to gain a skill in any of these areas?

Well, I certainly can't do all these things myself. These are the kinds of things that learning-how-to-learn is all about. All of these matters and many similar concerns are part of the complex and, to me, very significant area of inquiry and practice which we put this label on -- learning-how-to-learn. The list could easily be expanded. For those who like definitions, it's a concept that "involves the adult's having or acquiring the knowledge, skills and attitudes that he or she requires for effective learning in whatever learning situation is encountered."

The contemporary adult, you and I, will encounter in a lifetime, as you know, many learning situations and many different settings and contexts. For simplification purposes, for classification purposes, we can say that typically these are likely to be in three major contexts, or three major modes. One is the more traditional mode, institutional kinds of settings (which for a lot of people equal education); that is, schooling or enrolling in college or taking a course for credit, or perhaps non-credit; or some kind of a delivery system operated by an institution, like a correspondence course. From there, we can talk about the collaborative mode, which emphasizes group learning. It usually involves a face-to-face type of situation as when a person joins a discussion group at the library or church or takes part in a workshop that emphasizes small group learning.

And lastly, we know that there is a great amount of learning on our own or independent learning or self-directed learning. I have been around this and tried to decide what label I prefer. I keep coming back to an awkward but simple phrase, "learning on your own" -- because "self-directed learning" cuts across all three modes. We want people to be more self-directed in all three. So I've been using the label "learning on your own," when one conducts a personal learning project. You're doing the first kind now, and Professor Tough has assured you that you and most Americans today are involved in the third type. Probably you have experienced both positive and negative results in collaborative learning. You know how sweet or bitter that mode of learning can be. Sweet, if the participants have learned how to learn collaboratively, and chaotic and wasteful, if the people do not have the skills for it.

We are not sure precisely how this learning-how-to-learn concept fits in to the devilishly complex matter of learning itself and learning theory. I am not an expert in learning theory and don't pretend to be; but I've read enough to know that most learning theorists agree that learning is a complex matter, one about which there are many different orientations and points of view and communication problems when you try to pin it down. But we can be pretty certain that there is a learning-how-to-learn component or dimension of learning itself. An obvious example would be if someone receives instruction in something and turns out afterwards to dislike that subject. He has learned maybe not only the chemistry but also that he doesn't like chemistry -- so called deuterolearning.

Turning to the field of adult education, let's look at a couple of examples where authorities have said that the learning-how-to-learn dimension is very much present in the learning process. Some of you who are in the field of adult basic education or some aspect of remedial education of adults may have encountered the so-called Maryland tapes, a set of 30 half-hour tapes designed for in-service training of ABE teachers. In tape No. 4, which deals with the learning process, it is stated that there are four main elements in the learning process. The first one is our old friend "goals." Learning usually involves goals and objectives. It usually involves "reinforcement" as we've seen expressed in many textbooks. Thirdly, it involves "knowledge of results" or "feedback." Fourthly, right up there with that big three, the tape lists "learning-how-to-learn." So they're coming out pretty strongly, saying that learning-how-to-learn is all bound up in the learning process.

Another example is from the field of adult education and adult learning. Paul Bergevin, Professor of Adult Education at Indiana University and the leading figure in the development of the so-called Indiana Plan (or participation training) says that learning-how-to-learn is one of seven optimum conditions for learning. He approaches learning and program development from the point of view of the question, "Under what conditions do adults learn best?" He says they learn most effectively when they accept responsibility for learning; when they share in program development; when the situation is a voluntary one. (Professor Bergevin is probably getting a little, what shall I say, internal discomfort from the current trend toward mandatory continuing education). At any rate, he stresses the importance of the voluntary aspect of adult education. Adults learn best in a climate that permits freedom of expression; when they can put to use what they learn; and when appropriate adult methods are used. He then comes to No. 7 and says, "When they've learned how to learn." He goes on to say that when they have learned how to activate the first six conditions, then they will learn effectively.

Now, consider the so-called T-group or laboratory approach to learning which held such great sway when I got into the field in the 50's and on into the 60's -- when we couldn't go anywhere without hearing about training group laboratories. All kinds of institutions in a variety of settings were conducting intensive "laboratory learning" experiences built

around group process. The leading spokesman for the vast literature dealing with group dynamics and group process, Leland Bradford, stated that the person who participates in the laboratory approach to learning, in that kind of group process experience, will need to grow in four major areas. First of all, he or she will have to grow in membership skills -- will have to become an effective group member in order to utilize that method. Secondly, he will have to develop helping skills, the kind of skills where you can give feed back to other people in the group, and they can give feedback to you. Thirdly, he will have to become sensitive to the group process. In other words, he will have to have certain sensitivities in order to learn collaboratively. And then, lastly, Bradford comes right out and says he will have to learn-how-to-learn as one of the four major dimensions of group process used for purposes of growth and change. That is in the Bible of the group dynamics movement, T-Group Theory and Laboratory Method. (John Wiley, 1964).

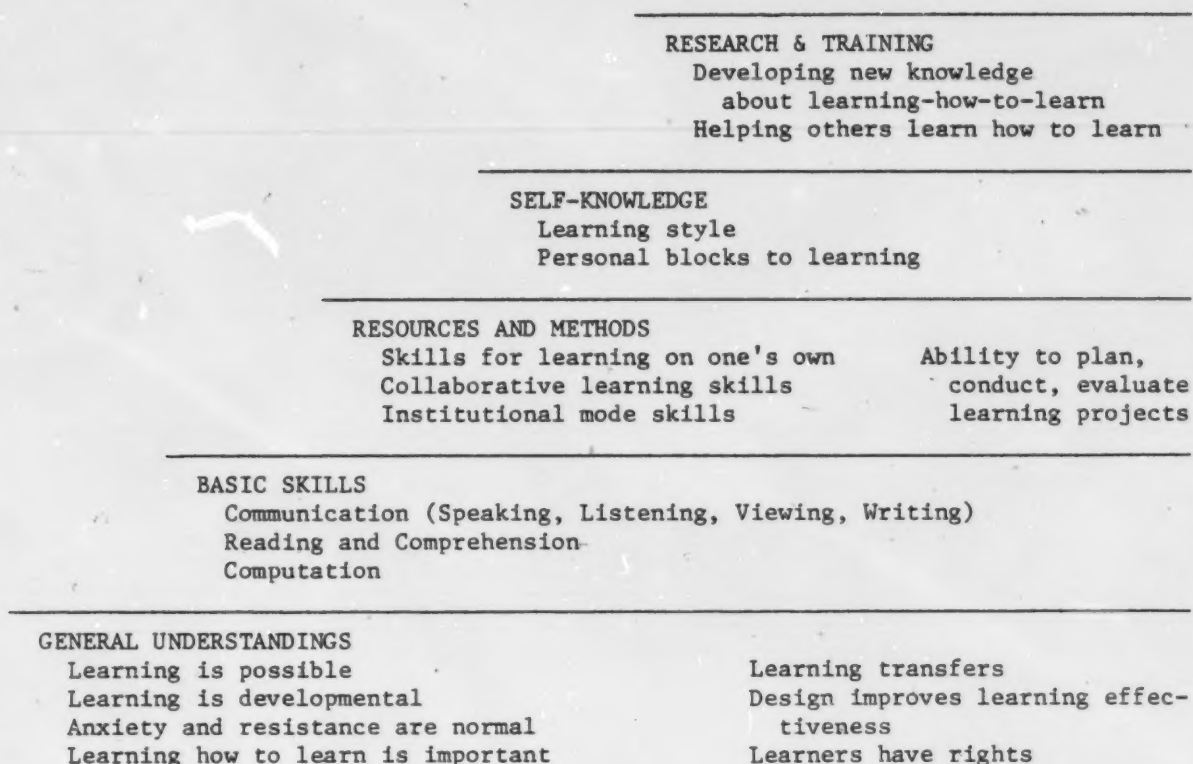
And we find learning-how-to-learn in the community development movement which again was in full sway in the 50's and 60's. The movement culminated in the more confrontation oriented approaches of Alinsky and others as we moved into the so-called revolutionary period of the late 60's -- in somewhat the same way that the group dynamics and group process movement, some would say, evolved into sensitivity training at about the same time. The foremost authorities on community development, the Biddles, in their book, published in 1965 (The Community Development Process), talked about the heart of community development being a process of bringing about change in individuals and groups. The process involves learning to rely less on professionals and on traditional educational approaches, and learning to develop collaborative and problem-solving techniques and skills.

So here are some of the leading authorities in the broad field of adult education reiterating that there is a learning-how-to-learn dimension to various approaches to adult education and to adult learning. Now, if we can sort of take it on faith (I don't think that I have conducted any elaborate demonstration of proof) or as pretty much self-evident that there is a learning-how-to-learn dimension to adult education (and education of children and youth, for that matter; see Rogers and Bruner and others), then we can ask ourselves, "What are some of the subcomponents, or dimensions, or aspects of this learning-how-to-learn concept itself?" At this point, in my attempts to try to understand it, conceptualize it, and give it form, I see the concept as involving three major threads or aspects: one of need, or needs; one of style, learning style; and one of training.

Now what do we mean by needs? Well, this would be the understanding of knowledge of skills required by the adult learner to function effectively in whatever context he or she finds himself. Now I have tried with the help of my colleague, Kay Haverkamp, to set forth a development model of these needs. (Maslow did so well with a hierarchy that we thought we'd try one!) In other words, these are categories of needs, or the competencies or understandings that people should have in order to be effective learners. The reason they are arranged as a hierarchy is that the ones at the bottom you could have without being literate. As you can see, we have raised the so-called basic skills in the second level. That may seem incongruous. But let's take a so-called underdeveloped or so-called primitive society, a preliterate society and examine learning within it. If any of you have studied anthropology or had the experience of being in that type of society, you know that there's a lot of learning that goes on. They have their own traditional schools, so-called bush schools, for example, and the culture is transmitted and the people learn to do things or they wouldn't exist as a society. So, there's always been adult learning in society. They don't doubt that learning is possible. They didn't have to know how to read to find out that learning is possible. They may not know that it's developmental. I don't know

if some of them may have realized that it usually is accompanied by anxiety and the existence of tension. They may have developed ways of helping learners to overcome that. But, at any rate, these general understandings are rather arbitrary. You could write your own--whatever you thought were important general understandings to have.

Figure 1: Hierarchy of Needs Concerning Learning-How-to-Learn



Then, at the next level, in our own type of society so much learning is dependent upon the basic skills. A few years back we realized, to our horror, that our regular educational channels were not producing all of these skills; so we've had an emphasis on remedial education for adults, and the so-called ABE and GED have become one of the few (adult education) areas of a non-vocational nature that our government has put significant amounts of

money into in the last few years (with the exception of co-op extension). Of course, there is a lot of learning that goes on in our contemporary society that does not involve reading. But by and large we agree that for successful learning you have to have a certain level of these basic skills.

Then moving on up the hierarchy, depending on what kind of learning you do, we see that here are our friends, the three modes. For the institutional mode, you need certain kinds of skills--study skills, exam taking skills, research paper writing skills, and so on--you could name them--most of which tend to get learned through the formal school process, but maybe not. If one is involved in collaborative learning, then one needs certain skills--listening skills; the ability to discuss and stay on the topic, to carry on in a collaborative manner, not dominate others--those kinds of things.

Allen Tough either mentions directly or implies the kinds of skills that are useful when one is conducting personal learning projects. In several places in his book (The Adult's Learning Projects) he talks about those skills and laments the fact that our institutions don't give people enough help. Our adult education institutions are terribly busy programming, figuring out what non-credit course will go in Pickwick Junction. It never occurs to them to go out and help the people who are already learning on their own to be more effective. But, at any rate, there are the skills that would go with that--like the ability to plan, conduct, and evaluate personal learning projects.

Then, moving on to the area of self-knowledge, we can hypothesize or assert that in this area of learning style (which I am coming to in a moment) are a lot of implications for needs. People can learn more about their style, and programmers and teachers can learn more about the individual's learning style. The individuals can learn about the personal blocks that they have to learning and thus become more competent learners. And, lastly, at the more theoretical or knowledge-building level we need people to do research, to develop training strategies, and to better understand the dimensions and implications of the concept. So, this is what we mean by needs.

What do we mean by styles? (The second dimension of learning-how-to-learn.) It has long been apparent to teachers and all kinds of educators and other observant persons that people differ in how they go about certain kinds of activities associated with learning--that they differ as to how they think. They differ as to how they may approach problem-solving. And they differ as to how they go about the so-called information processing or putting information through their minds. For example, some people like to get the big picture first and then build up understanding of that big picture by detail, by examples. Other people like to have examples and detail, and evolve some kind of meaningful construct or picture or theory or way of looking at an area of knowledge out of the details. Some people like theory before they go to practice. Others don't. I found this out when I was learning how to play chess. There was a group of five of us who were quarantined over in Nigeria due to social unrest. We had to do something all day, so we set out to teach ourselves chess. One person knew a little bit about it. So for about eight weeks we averaged about six hours a day playing chess, which is a nice way to learn something. I was the only one who hurried up to the bookstore and bought books on chess and went home and read them. The others couldn't have cared less. I also found that after about eight weeks that I was the fourth best of five players! Frankly, how could you prove it by research? Maybe I'd have been even worse without theory. But I certainly wasn't getting ahead of my friends who scoffed at the idea; they just kept playing. Whether or not if we had all set the goal of becoming professional chess players, they would have had to have given in at some point and gotten more theory, but we don't need to go into that now. But that struck me--how completely differently I approached learning that game than those people.

There's nothing new about this. A lot of the emphasis on individualizing instruction that we've had in both adult education circles and education of children and youth over the last few decades stems from this kind of notion. A lot of the streaming that has gone on in certain kinds of curriculum development both for children and adults has rested on the knowledge that people differ in the way they carry out some of these processes. It is clear that they differ as far as certain preferences and dispositions that they have. For example, with regard to method, you'll hear people say, "I don't like discussion." Or, "I went to a workshop and they tried role playing--I don't like those kinds of things." With field trips, some people say, "I just get behind and I get lost and I don't know what I've seen," "I never can get up front," "I can't hear what they're saying," "You can take your field trips." Or they differ with regard to the amount of structure and autonomy that they want. Some of them say, "Just tell me what the goal is and let me go, and I'll get there." Others say, "Tell me what to do at every stage." And some are in the middle. They say, "I want some structure and I want some freedom." They differ on how they feel about competition versus collaboration. Sometimes people find themselves in a graduate seminar where the instructor sets them against each other; some get uptight and even drop out. Others just thrive on it.

People differ in regard to study habits and preferences--being a "morning" person or an "evening" person; whether they can go steadily or whether they have to break it up. I remember when I entered college, I studied fairly hard my freshman year; but there were two would-be engineers in our dorm who were at their desks at 5:30 pm every evening and they never got up from their desks until 11:00. They both sat there side by side for about 5-1/2 hours. I don't think they even went to the john. I won't go more than two hours without getting up, walking around, thinking (hopefully), resettling and finding another excuse not to go back. Well, as I say, these things have long been apparent, but now there is a growing body of research which leaves little doubt that there is a sound basis for taking what is coming to be called learning style seriously, and that it is itself a viable subconcept or component of this whole learning-how-to-learn notion. People do have identifiable styles and styles have important implications for program planning, teaching and learning. At least one college has designed and implemented its entire curriculum around the concept of style--Oakland Community College in Michigan.

Research is being done on style by people from a variety of disciplines--psychologists, educational psychologists, communications experts and educators of children, youth, and adults. Of course, at this point there are still a variety of orientations about what it is that we're talking about and, therefore, a variety of methodologies being used and a variety of findings. And then, perhaps more important for us in adult education (who tend to be application minded), there is a variety of points of view toward what are the applications. The widely respected researcher, Witken, who studied this concept for a quarter of a century, called style a potent variable that affects academic and vocational choices, learner interaction with instructors and resources and learning itself, as well as the so-called academic development.

I think we're beginning to get the necessary kind of basic research, but we need a lot of second-stage research, application research, which will enable us to translate these findings about style into practical program implications for adults. Perhaps some of you can do some of this research, if this matter proves of interest to you. For now, we can say that it seems quite clear that adults differ significantly in their cognitive processes, in their attitudes toward learning, in their preferences for the mode or methodology used and then their environmental preferences and dispositions--like whether they like to be hungry or well-fed when they're learning and those other things I alluded to. A graduate student, when we were talking about this in class, said that he can't study until about nine at night and then he has to have available a bottle of scotch. Some people said,

"To get stoned?" He said, "No, I just like to have it there; between 9 and 12 I might have only one drink. But when I have the bottle there, my learning environment is complete. The kids are in bed, the wife's in the other room, and that's part of my ritual."

So we define style as characteristic ways of feeling and functioning consistently manifested in the education and learning situation; that's for people who like definitions. When we seek to alter styles, when we seek to help people make adjustments in styles, when we seek to maximize people's strengths and minimize their weaknesses or their blocks, then we're moving into the realm of training--our third dimension of the learning-how-to-learn concept. Incidentally, one more thing about style, I was giving a similar lecture a month ago and some smarty who knew about it said, "Recent tract treatment interaction literature refutes much style theory." I haven't had the time to look that up and find out. Maybe some of you can enlighten me on this further because I am interested. I'll have to try to con a graduate student into looking into tract treatment interaction to find out if it does refute the concept of style.

Now, training we define as deliberate, organized activity to help the adult gain competence in learning. These can be such specific things as memory exercises, trying to help people improve their memory. In those Maryland ABE tapes there is a teacher who tries to teach her classes to remember things more readily. She uses mnemonic devices. For example, she recites eight-digit numbers, and they can't recall. "Notice now," she says, "that was 1492 and 1942, and then it is easy." The first time she read off the eight digits, they couldn't get it; but when she showed them the pattern in there, they were successful. That's what I call training--helping them to learn to become more effective learners. It might be providing for practice in setting learning objectives. Most of you have done that along the way. It can be a workshop in discussion skills or study skills or a two-hour orientation to the library. All of these things we call training.

The reason we use the word training is to get out of awkward constructions like education about education or learning experiences about learning. If we put the label training on these kinds of experiences, it facilitates communication. That is, I can say I'm interested in the training aspects of learning-how-to-learn. That is, organized attempts to help people learn more effectively.

We have a lot more training activities and designs perfected in the collaborative area than in the other two, for example, the participation training that came out of Indiana University, and the laboratory learning that I alluded to that came out of National Training Lab. These kinds of things have given us tested training designs for learning-how-to-learn collaboratively. Here and there we can find organized training readily available for learning in the traditional mold. We have very little to help people in learning on their own. If you want to make a name for yourself, that's a good way--develop some good designs for teaching people to become more effective "learners on their own" but don't put that phrase in; I don't think that's a viable term. We do have the book of training resources regarding learning on your own which Malcolm Knowles has published, Self-Directed Learning. It would be an ideal tool to use; but I don't think it would get the job done by itself, as he is aware. Learning skills usually are not developed by reading alone; most skills aren't. And there is the matter of "can do" versus "won't do." You know about the farmer who was asked to go to the co-op extension meeting and said, "Why, what am I going to do there?" They said, "We're going to teach you how to farm better." And he laughed and said, "Well, I'm not farming half as well now as I know how." Usually, learning how to learn, often unlearning, involves both emotion and cognition so you're more than likely to change your learning behavior in some type of context like a workshop. Malcolm Knowles has been conducting workshops on self-directed learning but that is about the only source I know of for such training. After experimenting with it a bit myself,

I can say that it is one of the most intriguing areas for real creativity because it takes real design skills when you're dealing with learning about learning. But it can be a lot of fun and it doesn't have to be all that complex--it can be small bits and pieces--like the ABE teacher's improvising on the tape.

So I've tried to show then that these three dimensions of the learning-how-to-learn concept are not linear. They should be represented by one of those things the physics teachers use for a galaxy or something that would show up the interrelationship because they're all bound up and interrelated. When you go far away from home, you should probably have a model which looks a lot better than mine, with arrows or something. (Incidentally, Professor Bowes said I wouldn't get return air fare unless I could fill the hall here. He didn't tell me how really large the hall is.)

Figure 2: Implications for Adult Educators of Learning-How-to-Learn

<u>Roles</u>	<u>Action-Responsibility</u>
senior administrator, coordinator, program developer, counselor	Provide learning-how-to-learn orientation and training for program participants and staff. Build concept into program activities and counseling.
facilitator, instructor, aide, resource person, consultant	Include provision for learning-how-to-learn. Give and get feedback about learning skills development. Take concept into account in selecting procedures.
university faculty member, other researcher, state and national leader	Foster research and dissemination regarding theory and application of the concept. Incorporate into university curriculum. Help to train trainers.

Now, in finishing I'll just ask one more question and that is, "What are the implications for us as administrators, teachers, programmers, counselors of adults?" Well, going back to your handout, we set forth some of the implications in the figure at the top of the page. But this is meant only to be illustrative. It could be three times this large and much more specific, but we're suggesting here that those who operate programs for adults, if they take the learning-how-to-learn concept seriously, will want to provide more ori-

entation and training for people who participate in their programs. They will want to make sure that they build into their delivery systems the approaches they use, this component of learning-how-to-learn. They won't use correspondence study with people who can't read. They won't use discussion with people who don't know how to discuss. They won't use field trips with people who don't like to travel, or study tours abroad for people who don't know how to take advantage of travel study. They'll teach them how to profit from travel study. They'll give them some "process," not just "content."

Counselors will talk to the students when they're having problems, not only in terms of personal problems, or problems with the instructor, but also learning and learning style problems. Is there something about the particular mode that is being used? Is that why the person feels he isn't getting much out of it? There should be the learning-how-to-learn dimension. The same way with instructors or facilitators--facilitators would devote some time systematically to saying, "OK, what are we learning here? What did we also learn about learning this?" Do you see the difference? Like that insight I got in Nigeria, that with skills learning I learn better, if I get some theory first. We'll be helping students to increase their insights into the learning process as well as the content or skills that they are getting in the subject matter. Then, lastly, the leaders in the field could begin to take this more seriously by fostering research, training opportunities, communication about it, incorporating it into curriculum to train adult educators, and helping to train trainers. We have a few people right here in the room who are qualified trainers for collaborative learning through participation training.

I feel that these are potentially profound implications. I feel that professionally we should take this matter seriously. I feel that when we lecture to people who can't learn very much from lecture or, as I said, when we sell a correspondence course to a poor reader, or when we send the student to the lab without teaching him how to use the hardware there, we're programming learners for failure by not taking into account the learning-how-to-learn dimension. So I see the implications as very strong for our professional responsibilities, for teaching, learning, administration, and graduate instruction. But, not to end on such a serious, guilt-ridden note, I feel that the potential is very great for some intriguing kinds of investigations, for the development of training tools and designs. Inherent in this admittedly complex concept are some potentially motivating and exceptional kinds of experiences that will break us out of the routine with some of our jobs.

HOW DO I LEARN?

1. What kinds of learning have I done recently?
 - a. Learning facts (give personal examples)
 - b. Learning new skills (give personal examples)
 - c. Learning new values, attitudes, interests (give personal examples)
2. Most of my significant learning has taken place as a result of
 - (a) classes I have attended; (b) personal reading; (c) discussion with friends and associates; (d) preparation for my own teaching;
 - (e) personal experiences; (f) other personal or group activity -- specify.
3. From what courses have I learned the most?
4. What factors and conditions (teacher, methods, my own motivation, the subject matter, etc.) seemed to contribute most vitally to this learning experience?
5. From what life (informal) experiences have I learned the most?
 - (a) What did I learn from those experiences?
 - (b) How did I learn from those experiences?
6. On what basis do I evaluate my own learning? You might keep in mind the following variables:
 - (a) The type of learning in which you were engaged (facts, new skills, new attitudes)
 - (b) Your motivation for learning (a degree, salary increase, job advancement, personal problem-solving, other personal interest, etc.)
 - (c) The life-stage at which the learning took place (child, adolescent, young adult, middle-age adult, etc.)
 - (d) The kind of person (his/her personal characteristics) from whom you seem to learn best.
 - (e) The general principles of learning involved.
 - (f) The teaching methods and techniques that seemed to be the most effective for you.

Other comments: _____

HELPING ADULTS - LEARNING HOW TO LEARN

Robert Smith

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All books on reserve.

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"Counseling the Adult Learner"

Thank you for providing an opportunity for me to use this time to share with you some ideas about counseling the adult learner with particular emphasis on the role of the counselor and the counseling function of the adult educator. This topic is receiving more attention in the literature on adult learning as individuals spend time determining the need for and direction of their personal growth plans. During the next hour, my plan is to focus attention on four major aspects of the topic, "Counseling the Adult Learner."

1. Counseling: A Process in Adult Education
2. Major Issues and Strategies Related to Counseling Adult Learners
3. The Adult Educator's Role in Counseling
4. Concerns for the Future

In the presentation, I will use visuals to outline the major aspects of the topics and handouts to illustrate or highlight specific points. I intend to conclude this first part with an instrument to help you assess your skills in certain areas and then we will have time for questions, concerns, issues. If this procedure meets your expectation for this session, then let's begin.

Counseling should be considered an educational process; one in which individuals are aided or aid themselves to select options which they feel are appropriate for their life situation. In a comment on education, Stephen K. Bailey remarked: "Education at its best, results in a sophisticated understanding of the unhappy consequences of selecting our options lightly..." Adult learners are constantly involved in selecting options which provide them with some sense of satisfaction with their life experiences. The discussion on the levels of satisfaction becomes another area of study. More and more adults are seeking information about the options for handling their life experiences and once they are aware of the options, there is a need to utilize choice-making or decision-making skills in the selection of the appropriate ones as they view them. (*NCES). It is in the area of information-seeking and decision-making that adult educators can assume a counseling role to facilitate the educational process.

The question asked, shouldn't counseling be left in the hands of the professional counselor?, and the answer is: ideally, yes. However, few schools of Counselor Education include academic preparation or practicums related to adult learners. Counselor education is geared to elementary/secondary school children or to the clinical psychology approach with adults. Almost none of these professional schools include courses of adult learning and development in their recommended or required programs of study. Adolescent psychology, mental hygiene, and mental measurement (youth) are important aspects of the program.

The situation is changing. Recently, counselor educators and supervisors prepared a position paper which included the following statements:

1. Counselor preparation should train counselors for major leadership functions in the provision of career guidance for children, youth and adults...

2. Counselor preparation should provide counselors with skills in organizational development and the change process in order that they may more effectively implement career education and career guidance in schools and agencies... (CES, 1978)

Further, the American Personnel and Guidance Association (APGA) members endorsed a 13-point position paper regarding the changing role of counselors, which contained implications for counselor functions and preparation. Development in career education programs and work with both children and adults would help in the following ways:

1. A change toward greater counselor involvement in the business-labor-industrial community as well as in the home environment.
2. A change toward emphasizing career education in lifestyle terms...
3. A change toward using the concept of work as a means of helping students acquire self-understanding and personal meaningfulness...

These statements (those of eleven listed) provide a framework for understanding why counseling adult learners may receive more attention from professional counselors in the near future. The point is that the individuals involved in the preparation of professional counselors and those involved in the practice of this profession are beginning to pay special attention to the counseling needs of adults. (CES, 1978)

Even with the increased interest from professionals to develop competencies in working with adult learners, the manpower needed cannot be supplied from professional schools alone. Therefore, counseling behavior skills need to become part of a set of skills adult educators acquire as they prepare for their work with adult learners. Now, I want to take some time to discuss counseling as a process in adult education.

Counseling: A Process in Adult Education

"Counseling is a process by which a person is assisted to behave in a more rewarding manner." (Delaney and Eisenberg, 1972).

This brief definition is the basis for the following definition which I use to describe the counseling process in adult education.

Counseling is a process in which an individual or individuals develop(s) a helping relationship for the purpose of stimulating personal growth in one or more of the participating individuals.

This definition is based on four assumptions: There is a 1) provider, 2) learner, 3) setting, and process. This is the framework I will use to describe the counseling function as it might apply to adult education.

The Provider:

Generally speaking, a discussion of an educational process begins with several statements about the learner. However, in this discussion, let's begin with that component which we have more information, with which to draw for the development of the process--ourselves. As we discuss this, think about yourself and the roles you play in your work with the adult learner. What are the similarities and differences in what you see about yourself and what you see in the adult learner? I plan these into four categories of self-images: Your Public, Private, Blind and Potential for growth. 1. Your public image is one in which

you and others view you as having a set of competencies to perform tasks related to your role. If you have the appropriate skills, you are comfortable with your attitude and ability to perform the tasks, you will behave in such a way that others feel comfortable about your ability to act in your role. 2. Your private image includes factors which you feel will take away from your effectiveness in the role if others knew these factors about you. Here, it is your own internal system which inhibits or enhances your ability to work in the role. The more you build trust in self and others, the more the private factors are removed as barriers to effectiveness or are revealed to become part of your public image. 3. Your blind image includes those factors of which you are not aware but others do observe, e.g., your mannerisms, the way you "Come across to others." Here is where we need to use a feedback system to alert us to those behaviors we cannot or do not observe in ourselves. Learning to give and receive feedback can be an invaluable tool in helping one to observe his or her blind image. 4. Your potential image is usually one which neither you nor others can "see." However, one must believe that the potential for growth is in self and others if choice/decision-making about life experiences is to occur. These same images are ones which adult learners face also, and understanding them in yourself can help you to better understand them in others. Also, it is important to understand your style of interaction with others.

The Learner:

Now, let's move on to the adult learner. Other resource people have given you excellent material in this area, and I'll make the following comments only:

As we work with the adult learner, there are elements in our lifestyle which need to be considered. These elements affect the way learners approach and carry out the tasks related to a learning event. These same elements influence the way we act as providers of educational programs. They include:

- Economics
- Demography
- Knowledge/Beliefs
- Communication/Socialization
- Social Structure

If one took the studies related to The Adults Learning Project (Tough, 1977) and applied the elements to the learners and their projects, we might find that these elements had a major influence on the way in which they carried out their learning projects. Therefore, in a counseling role, it is important to understand these elements as they are related to learning and to participation in adult education. To illustrate my point, here are several case situations which we might take time to examine. (See Case Situation handout).

Educational Setting:

In each of the case situations, it is important for one to understand the educational setting with its purposes, missions, major thrusts, formal and informal organizational processes. The educational setting can be a major force in determining whether an adult will prefer one source of information over another. Therefore, it is of value for adult educators to know the barriers as well as the enhancing features of an educational setting. (Toombs, 1978). These features include procedural, environmental institutional ones. Institutions are developing delivery systems which take into account those features and adult lifestyles in a community setting, and we find community-based counseling services, computer-assisted counseling services on the job, telephone counseling for home-

based adults, and peer counseling in self-help groups. (Riesman, 1977 has a listing of over 3,000 individuals in groups who assist one another through self-help education).

The Process:

The Counseling process includes the following functions:

1. Setting a climate which requires participants to exhibit behavior which is conducive to a free and open discussion of the situation.

This is both a non-verbal and verbal communication process. Without this step, clarification of expectations are difficult to acquire.

2. Setting mutually agreed upon objectives.

These objectives are related to the helping relationship process and not to the counseling outcomes. Here, one clarifies what can and cannot happen in the session. If we look at the case of Shirley M., she and I agreed that during the session, we would explore her current options for graduate school as these related to her work. She listed the information she wanted, (graduate school options), but she had expressed some broader needs of which this first information was a minor part of her concern. Objectives are modified during the session(s).

3. Utilizing a problem-solving process.

Once a relationship has been developed, then a process for solving the problem, making a decision, or taking some action should be established. There is evidence to support the fact that adults with more education seek out ways to continue their education. (Cross, 1977). These same individuals tend to be information seekers for their decision-making process. They are seeking options for learning as opposed to solutions to problems of learning. Individuals with a limited educational background tend to seek education as a solution to a problem situation. Their problem-solving process is one of immediate solution from "limited" options. In both cases, a range of options should be available. However, in the first one, the learner is assisted to explore alternatives with the emphasis on information gathering. Computer-assisted counseling, peer relationships, information systems are useful modes. Usually, the one-to-one relationship with a counselor is used as a way to confirm or verify the individual's decision. In the other case, the individual may not be aware of how much control (locus of control) he or she has in the decision-making process (Rotter, 1969) and also the need for a solution is so immediate that any attempt to use a process is viewed as a barrier to problem resolution.

In addition, I have used an instrument, "Reaction to Group Situation" (RTGS, Thelan, 1969) with over a 1,000-member extension faculty, basic education teachers, counselors, administrators, community college faculty, volunteers and nursing administrators in the VA hospital (Medical District 17). I've found that on the dimension described as dependency, individuals engaged in human services programs tend to rely on external authority for direction as opposed to using their own external resources for work with others. When this dimension is discussed with individuals, they support the findings by giving concrete experiences in which they have exhibited the dependency behavior and were unaware of it. In general, their own behavior with learners helped to increase dependency in the learner. Again looking at the case situations, can you visualize how easy dependency can be developed in a counseling relationship? Consequently, the

counselor-educator should use a problem-solving process that helps to reduce the immediate stress and provides learners with skills in decision-making. Maples, 1977, describes it as Shared Decision Making (SDM).

Here I recommend highly the strategies by Carkhuff and Carkhuff (1966) in their helping relationship work.

In general, counseling is an educational process based on a mutually desired helping relationship. This process includes a provider, a learner, a setting and a process which is geared to problem-solving, decision or choice-making.

Major Issues and Strategies Related to Counseling

For this part of my presentation, I will be using the framework for discussion as outlined in Schlossberg, Troll and Leibowitz' book, Perspectives on Counseling Adults: Issues and Skills (1978). It is an excellent reference and over the years, they have emphasized the need for counseling programs with adult learners. The authors identify five issues and several strategies related to the issues. Most of my emphasis will be placed on the strategies because the issues are ones which have been examined at length by other resource persons in this series.

Issue 1. "Recognition and Control of Age Bias" - examining age stereotyping and understanding the Social Clock. The counseling implications are found in recognizing that we have age bias and we should practice ways to change our attitudes. A listing of adult activities with spaces to identify appropriate ages for activity to take place is a useful counseling tool. As educators, we should test ourselves first and then use the tool to help learners view any age biases they are using which act as barriers to looking at options. This issue is a good one for a group and peer counseling sessions.

Issue 2. "Adulthood and Understanding Adult Development" - examining the roles, functions and tasks related to adult life. The counseling implications are found in understanding the stresses related to changes in life situations and determining the amount of control one has in making the changes. The authors suggest the use of several instruments including the "Social Readjustment Rating Scale," the "Locus of Control Scale", and I include the "Fundamental Interpersonal Reactions Observation - Behavior" (FIRO-B: Schutz). The strategies also might include some interaction using role play, video tapes to surface ideas and examine behavior. Computer-assisted counseling services could provide much of the assessment information.

Issue 3. "Applying Knowledge and Developing Counseling Skills" - examining the various settings in which adults perform as adults and using process skills to aid in decision making. Helping adults to analyze where they are in a given time and situation requires one to use an analytical process. The authors include a form for such a process. Even (1978) and Hartwig (1976) have developed a listing of skills. In addition, I find the use of a force field analysis form to be very helpful. The learner is asked to look at the forces which affect the decision as those related to his social system and then, he is asked to sort out the forces into two categories: 1) those which enhance the decision and 2) those which inhibit the decision. This discussion leads to the determination of which ones can or should be shifted for the appropriate decision to be made. The counselor role is one of facilitating the discussion. The facilitating skills include listening and responding. Again, I direct you to the work of Carkhuff and Carkhuff (see Assessing Communication worksheet) as well as to the materials developed by University Associates and National

Training Laboratory (NTL) and the Process Skills In Human Relations (Robinson, 1975). However, you are warned not to use these items as a sole determinant of an individual's situation. Therefore, consider carefully this next issue.

Issue 4. "Planning Programs" - examining program plans to aid individuals to make decisions. There are individualized plans in which a variety of delivery modes may be employed. You apply the same principles of planning to one's life situation as you would planning for a conference, seminar or workshop. As a counselor-educator, I work with learners to focus on the immediate picture within a larger framework of life planning. The learner and I usually conclude the session with a written self-contract (when appropriate) and I ask if they will tell me how the decision worked. It is difficult for some adults to ask for help and this statement is made to suggest that "no strings are attached -- to our work together." The counseling session is a planned experience with form and function.

The Adult Educator's Role in Counseling

The adult educator is a facilitator of self-directed learning as it relates to the counseling process. However, when we say this, we assume adults know how to be self-directed learners. Thus, as adult educators we sometimes become abdicators in our style of interaction with the learner. We develop an "I'll answer the question if asked" attitude, yet adults may not know the questions to ask! Your role then is to develop competencies which enhance the learner's ability to take and maintain control over his life decisions. These competencies (Malone and Diller, 1978) include:

A. Knowledge needed by the Provider:

1. How do adults learn?
2. Why adults join others in the learning process?
3. What forces affect group learning?
4. What are the effects of one's teaching/leadership style on the group's behavior?
5. In what ways do groups behave as communities within the classroom setting?
6. Meaning of self-directed learning.
7. How can the needs of both the individual and group be identified and satisfied?
8. What are the effects of cooperation and competition on the individual and on the group's progress?
9. What effect do peer relationships have upon the learning environment?
10. What are the communication patterns within the individual or group which enhance the learning experience?
11. What effects do the economic, social, psychological, and emotional characteristics of adults have on their life styles while in their classroom situations?
12. What are the components and uses of the program development process in counseling?
13. Available resources for change.

B. Skills are:

1. Ability to guide learners in goal setting.
2. Ability to use problem solving/decision-making process.
3. Ability to affect positive "classroom" climate.
4. Ability to communicate effectively with individuals as well as with groups of individuals.
5. Ability to translate human relations and group dynamics processes into "classroom" practices.

6. Ability to carry out learning experiences in a sequential manner.
7. Ability to maintain an information and retrieval system which is of use to learner and staff.

C. Attitudes:

1. Belief that adults can learn.
2. Belief that adults are responsible for their own learning.
3. Belief that adults want a "good life."
4. Belief that adults can learn from others in a group situation.
5. Belief that risking new ideas is a growth process.
6. Belief that satisfaction in the teaching-learning process is possible for both the learner and the teacher.
7. Belief that learning can and does take place outside classroom and institution settings.

I would hope that our graduate programs in adult education would provide a basis for the development of these competencies through academic course work and practicums.

Now, I want to close with a few remarks about future concerns.

Concerns for the Future

Concern for the future becomes for me, direction for the future. I realize the counseling component in education is not the big picture but it is a neglected one which affects all aspects of the teaching-learning process in adult education. You should note also, that my concerns for the future are focused on research with practical application. I stress this because there is literature which speaks to the needs of adults but so little which focus attention on counseling strategies within the field of adult education with practical implications for program and staff development. Advisory Panel on Research Needs in Lifelong Learning During Adulthood (1978).

Tough (1978) has suggested a list of concerns which I feel have implications for counseling adults. So has the Advisory Panel on Research Needs in Lifelong Learning During Adulthood (1978).

1. More research and application of studies on the characteristics of adult educators who perform the counseling function effectively.
 - 1a. Research and application of the learner-provider interaction process.
2. Develop professional counselors who have education and experience in adult learning/development.
3. Development of tools (hardware, software) which provide learners with an assessment of their own situation.
4. Self-directed learning projects with information centers available for decision making. Creation of staff development programs as an on-going activity to help adult educators build and maintain competencies in teaching-counseling function.
5. More research with application which describes the support system needed by the on-going learner not in an institutional "classroom" setting. More description data about categories or learners in correctional settings, middle-class, racial minorities which should have implications for community-based counseling programs.

6. More attention paid to a counseling support system for part-time teachers and self-help group providers.
7. Introduction of and upgrading the counseling components in labor related programs such as CETA.

I want to leave you with a thought which might act as a summary of my talk. Adult educators in the counseling role are great LOVERS. The Listen, Observe, Verify (feedback), Empathize, provide Recognition, and find Satisfaction in their life situations. To what extent are you a great LOVER?

Let's take a break and come back for questions or concerns.

"COUNSELING THE ADULT LEARNER"

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